

2018/19 HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 3

Subject	Autumn 1 st Half 6 weeks + 3 days	Autumn 2 nd Half 8 weeks	Spring 1 st Half 5 weeks + 4 days	Spring 2 nd Half 6 weeks	Summer 1 st Half 4 weeks + 4 d
Topic Focus	Black History	Disability History	Women's History	Mindfulness	Love Our Pla
	Stone Age to Iron Age		Ancient Greeks		The
Reading	<p>The following skills will be taught and developed throughout the year and across the curriculum.</p> <p>Use a range of strategies including accurate decoding of text to read for meaning</p> <ul style="list-style-type: none"> - I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the - I can read further exception words, noting the unusual correspondences between spelling and sound, and where - I can read with an expressive reading voice, taking into account a wide range of punctuation. - I can use appropriate character voices. - I am beginning to read ahead to look for clues to determine meaning. - I am beginning to use dictionaries to check the meaning of words that I have read - I can identify new vocabulary and sentence structure <p>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text</p> <ul style="list-style-type: none"> - I can recall most of the main points from more complex texts and summarise main ideas. - I am familiar with an increasing number of books, including fairy stories, myths and legends and retelling some o accuracy - I can extract information from fiction books, non-fiction texts, tables and charts. - I notice the difference between 1st and 3rd person accounts. - I can ask increasingly informed questions to deepen my understanding. - I can suggest reasons for actions and events. <p>Deduce, infer or interpret information, events or ideas from text</p> <ul style="list-style-type: none"> - I can make inferences and begin to find a single point of reference. - I can identify evidence of relationships between characters based on dialogue and behaviour. - I can identify with characters and link to my own experiences. - My comments show that I understand the meaning of the text and am beginning to infer word meaning. - I can refer back when explaining. - I can justify my views about what I have read. <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features</p> <ul style="list-style-type: none"> - I can name some organisational features of texts and comment on why these are used, including punctuation. - I am beginning to recognize different forms of poetry (free verse, narrative poetry) <p>Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level</p> <ul style="list-style-type: none"> - I notice and comment on writers' use of language independently (eg there are lots of adjectives). - I am beginning to identify how language, structure and presentation contribute to meaning - I can identify a range of standard words/phrases used at various stages of a narrative . - I can analyse use of language to set scenes, build tension or create suspense. - I can comment on the use of language using terminology including alliteration, rhythm, rhyme, simile. 				

	<p>Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader</p> <ul style="list-style-type: none"> - I can comment on a writers’ purpose at a basic level for a wide range of texts. - I can identify the main purpose of the text (eg to inform, give instruction). - I can listen to and discuss (with teacher prompts) a wide range of fiction, poetry, plays, non-fiction and reference always confidently <p>Relate texts to their social, cultural and historical traditions</p> <p>I am beginning to make connections between texts about the same characters and those with similar plots, settings and t I recognise different narrative genres.</p> <p>Reading, and comprehension activities, linked to whole school focus areas</p>				
<p>Writing</p>	<p>Writing to entertain</p> <p>Writing to inform</p> <p><i>This could include writing linked to whole school focus and year group topic areas</i></p>	<p>Writing to inform</p> <p>Writing to entertain</p> <p><i>This could include writing linked to whole school focus and year group topic areas</i></p>	<p>Writing to entertain</p> <p>Writing to inform</p> <p><i>This could include writing linked to whole school focus and year group topic areas</i></p>	<p>Writing to inform</p> <p>Writing to persuade</p> <p><i>This could include writing linked to whole school focus and year group topic areas</i></p>	<p>Writing to persuade</p> <p>Writing to inform</p> <p><i>This could include writing linked to whole school focus and year group topic areas</i></p>
<p>Writing – effect on audience</p>	<ul style="list-style-type: none"> - Uses some detail in the description of setting or character’s feelings. - Imitates authorial techniques gathered from reading. - Begins to use figurative language including similes. - Ensures relevant details are included. - Writes narratives showing a contrast in viewpoints. - Attempts to adopt a viewpoint - Selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader <p><i>Shows awareness of the reader in own proof reading and editing.</i></p>				
<p>Spoken Language/ Drama/ Debate</p>	<p>Pupils will be taught to use spoken language to communicate effectively through all aspects of school life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates 				

	<ul style="list-style-type: none"> - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication. - Present work on whole school themes to parents, family members, other children etc. 				
Grammar	<p>Word Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> apple] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>]</p> <p>Sentence Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> <p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>Punctuation Introduction to inverted commas to punctuate direct speech</p> <p>Terminology preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>				
Spelling/ Phonics	See National Curriculum Appendix 1 English spelling – Work for years 3 and 4 (page 49)				
Handwriting	Pupils will be taught to use joined cursive script in line with the Federation’s handwriting policy				
Maths	<p>Number and place value Find 10 or 100 more or less than a given number</p>	<p>Fractions Count up and down in tenths Recognise that tenths arise from dividing an object into 10 equal</p>	<p>Statistics Interpret and present data using bar charts, pictograms and tables</p>	<p>Fractions Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p>Geometry Draw 3-D shapes and use modelling materials to recognise 3-D shapes in different</p>

	<p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas.</p> <p><u>Addition and Subtraction</u></p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects</p> <p>Recognise and use unit fractions and non-unit fractions with small denominators</p> <p>Add fractions with the same denominator within one whole</p> $\text{e.g. } \frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ <p>Solve problems that involve all of the above.</p> <p><u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>Measure the perimeter of simple 2-d shapes</p> <p>Tell and write the time from an analogue clock, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute;</p>	<p>Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</p> <p><u>Number and place value</u></p> <p>Count from 0 in multiples of 4, 8, 50 and 100;</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Find 10 or 100 more or less than a given number</p> <p>Revise Place Value</p> <p>Solve number problems and practical problems involving these ideas.</p> <p><u>Addition and Subtraction</u></p> <p>Add and subtract numbers mentally.</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p><u>Measurement</u></p> <p>Measure, compare, add and subtract: mass (kg/g);</p> <p>Record and compare time in terms of seconds, minutes and hours</p> <p>Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p><u>Geometry</u></p> <p>Recognise that two right angles make a half-turn, three make three quarters of a</p>	<p>orientations and describe them</p> <p><u>Addition and subtraction</u></p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems involving more complex addition and subtraction.</p> <p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 4 and 8 multiplication tables</p> <p>solve problems, including missing number problems involving multiplication and division, including positive integer problems and correspondence problems in which objects are connected to m objects.</p> <p><u>Fractions</u></p> <p>Compare and order unit fractions, and</p>
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	<p>Solve problems using number facts, place value</p> <p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods</p> <p>Solve problems involving multiplication and division</p>	<p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p><u>Geometry</u></p> <p>Draw 2-d shapes</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p>Identify right angles</p> <p>Identify whether angles are greater than or less than a right angle</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Commutativity Multiplication and division facts</p> <p>Efficient mental methods</p> <p><u>Measurement</u></p>	<p>turn and four a complete turn;</p>	<p>fractions with the same denominator</p> <p>Add and subtract fractions with the same denominator within one whole</p> <p>Solve problems that involve all of the above.</p>
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			Add and subtract amounts of money to give change, using both £ and p in practical contexts		
Geography	<p>Physical Geography</p> <p>Locate places in the world where volcanoes occur and understand process and causes of eruption.</p> <p>Understand effects of volcanoes.</p>				<p>Location and place knowledge</p> <p>Using maps, locate the Equator, the Tropic of Cancer and Capricorn.</p> <p>Consider the countries and climates that surround these lines.</p> <p>Use the language 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Link to love our planet whole school focus.</p>
History	<p>Changes in Britain: Stone Age and Bronze Age</p> <p>Late Neolithic hunter – gatherers and early farmers.</p> <p>Bronze age religion, technology and travel</p>	<p>Changes in Britain: The Bronze Age and Iron Age.</p> <p>Bronze age religion, technology and travel</p> <p>Iron Age hill forts: tribal kingdoms farming art and culture.</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements to include women from ancient Greece.</p> <p>Select what is most significant in a historical account.</p> <p>Provide a reason why two accounts of the</p>	<p>Legacy of Greek culture</p> <p>A study of Greek life, achievements and their influence on the western world.</p> <p>Ask valid questions for enquiries and answer using a number of sources.</p>	

	<p>Identify details from several societies, events and significant people covered in local, national and global history.</p> <p>Describe similarities, differences and changes occurring.</p> <p>Black History Month Understanding events that have shaped Black History</p>	<p>Sequence some events, objects, themes, periods and people from topics covered</p>	<p>same event might differ.</p> <p>Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.</p>	<p>Understand how sources can be used to answer a range of historical questions.</p> <p>Describe some relevant causes for, and effects on, some of the key events and developments covered.</p>	
<p>Design & Technology</p>		<p>Pottery</p> <p>Design Gather information of needs of groups/individuals.</p> <p>Describe their design using an accurately labelled sketch and words.</p> <p>Make Measure, mark out and cut materials with some accuracy.</p> <p>Assemble, join and combine materials with some accuracy.</p> <p>Evaluate Identify what went well and what could be improved</p>	<p>Greek buildings</p> <p>Design Develop own design criteria and use these to inform their ideas.</p> <p>Share and start to clarify ideas through discussion</p> <p>Show their design meets a range of requirements.</p> <p>Sketch and label designs. Show design meets range of needs.</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Produce a step by step plan that shows the order of what they need to do and the</p>		<p>Cooking and Healthy Eating</p> <p>Know that food ingredients can be fresh, pre-cooked or processed</p> <p>Know that food is grown (such as tomatoes, wheat, potatoes), reared (such as pigs, chickens, cattle) and caught (such as fish) in the UK, Europe and the rest of the world.</p> <p>Food preparation involves cooking and nutrition</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>

			<p>equipment and tools that they need.</p> <p>Make Measure, mark out and cut materials with some accuracy.</p> <p>Assemble, join and combine materials with some accuracy.</p> <p>Evaluate Begin to explain how they can improve their original design.</p> <p>Explain what they changed which made their design even better.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.</p> <p>Link to love our planet and whole school food.</p>
<p>Science</p>	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p>	<p>Animals: Including humans</p> <p>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.</p>	<p>Plants</p> <p>Identify and describe the functions of the different parts of flowering plants: stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth: light, water, nutrients.</p>

	<p>that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Measure length, volume of liquid and time in standard measures using simple measuring equipment.</p> <p>Make observations and comparisons.</p> <p><i>Children must be taught to work scientifically in each programme of study – predicting and planning; investigating and observing; recording, analysing and evaluating.</i></p>	<p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Respond to suggestions. With help put forward ideas about testing. Make predictions. With help, consider what constitutes a fair test. With help plan and carry out a fair test.</p> <p><i>Children must be taught to work scientifically in each programme of study</i></p>	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Say whether what happened was what was expected. With help, identify simple patterns and suggest explanations.</p> <p><i>Children must be taught to work scientifically in each programme of study</i></p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Use first-hand experience and simple information sources to answer questions.</p> <p><i>Children must be taught to work scientifically in each programme of study – predicting and planning; investigating and observing; recording, analysing and evaluating.</i></p>	<p>from soil, and ro grow) and how t vary from plant plant.</p> <p>Communicate fir in a variety of wa</p> <p><i>Children must be taught to work scientifically in e programme of st predicting and planning; investi and observing; recording, analy and evaluating.</i></p>
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Art & Design	<p>Cave art.</p> <p>Draw from imagination and memory.</p> <p>Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture.</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings and ideas using line, tone, texture, and shading.</p> <p>Draw accurately from observation Draw from imagination and memory.</p> <p>Colour neatly following the lines.</p> <p>Experiment with grip to assist drawing styles.</p> <p>Draw lines of different sizes and thicknesses.</p> <p>Experiment with grip to assist drawing styles.</p>	<p>Greek Mosaic Patterns.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers to include those linked to whole school focus areas.</p> <p>Printing: Master printing techniques using layers of colour and repeating patterns.</p> <p>Learn how to use polystyrene</p>	<p>Greek sculptures.</p> <p>Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture.</p>	<p>Artist: Matisse</p> <p>Pupils to be taught about great artists in history to include those linked to whole school focus areas</p> <p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Draw accurately from observation.</p> <p>2D Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes and colours effectively</p>
Computing	<p>E-safety</p> <ul style="list-style-type: none"> - How to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. - Identify a range of ways to report 	<p>Utilising ICT</p> <ul style="list-style-type: none"> - Learn how to make good passwords for their accounts. - Pupils learn how to use software to create an e-book. - Pupils record and edit media to 	<p>Utilising ICT</p> <ul style="list-style-type: none"> - Pupils to start to write and deliver a presentation on a given subject. - Pupils learn how to take or create images to enhance or further develop their work 	<p>Information and Communication</p> <ul style="list-style-type: none"> - Understand the purpose of the internet. - To use search technology effectively. - Pupils learn to search and sort. 	<p>Programming</p> <ul style="list-style-type: none"> - Design write and debug programs that accomplish specific goals - Solve problems by decomposing them into smaller parts.

	<p>concerns about content and contact.</p>	<p>create a short sequence</p> <ul style="list-style-type: none"> - Pupils learn how to take or create images to enhance or further develop their work 		<ul style="list-style-type: none"> - To use email more confidently. - To use email address books. - To send attachments. 	<ul style="list-style-type: none"> - Use sequence selection and repetition in programs
<p>R.E. (using Croydon's Agreed Syllabus 2013)</p>	<p>Buddhism</p> <p>Authority and Worship</p> <ul style="list-style-type: none"> - Why is the Buddha special to Buddhists? - Who was Siddhartha Gautama? <p>Sacred and Inspirational Writings</p> <ul style="list-style-type: none"> - What are the ways that Buddhists use their sacred writings? <p>Lifestyle and Celebrations</p> <ul style="list-style-type: none"> - What are the four noble truths? - What are the 5 precepts and how are they important for a Buddhist lifestyle? - Why is Wedak the most important Buddhist festival? 		<p>Sikhism</p> <p>Authority and Worship</p> <ul style="list-style-type: none"> - What do Sikhs believe about God? - What are the significant times in the life of Guru Nanak? - Where do Sikhs go to worship? How do the practices in the Gurdwara symbolise equality? - How did Guru Nanak spread his teachings? <p>Sacred and Inspirational Writings</p> <ul style="list-style-type: none"> - What is the inspirational writing that Sikhs follow? What are the special ways the Sikh writings are treated? - What is it that tells people what Sikhs believe? What are some of the practices used with the Guru Granth Sahib? <p>Lifestyle and Celebrations</p> <ul style="list-style-type: none"> - Why is Guru Gobind Singh important? What does it mean to belong to the Khalsa? What happens at the festival of Vaisakhi/Baisakhi, how is it celebrated? - What is the symbolism of the 5Ks which are worn by some Sikhs? - What is the significance of the turban which is worn by some Sikhs? - What is the importance of Bandi Chor (Prisoners Release day) and Amritsar to the Sikh Community? 		<p>Comparing two religions</p> <ul style="list-style-type: none"> - Authority and Worship - Sacred and Inspirational Writings - Lifestyle and Celebrations

<p>SMSC</p>	<p>Health and Wellbeing Black History</p> <p>Ways of keeping physically, emotionally and mentally safe.</p> <p>Recognising conflicting emotions and when you might need to listen to emotions or overcome them.</p> <p>Understanding movements and events that have shaped Black History</p> <p>Appreciating diversity and equality by studying Black History.</p>	<p>British Values Disability Awareness</p> <p>Understanding why and how rules and laws that protect themselves and others are made and enforced.</p> <p>Understanding why different rules are needed in different situations and how to take part in making and changing rules</p> <p>Understanding how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Understanding what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Work linked to whole school focus.</p>	<p>Health and Wellbeing Women's History</p> <p>Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>Understand school rules in regards to health and safety.</p> <p>Understand basic emergency aid procedures, where and how to get help.</p> <p>Understanding movements and events that have shaped Women's History.</p> <p>Appreciating diversity and equality by studying Women's History.</p>	<p>Relationships Mindfulness</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Understand that actions affect self and others.</p> <p>Work linked to whole school focus.</p>	<p>Relationships Love our planet</p> <p>Understand the concept of 'keep something confidential or secret', when should or shouldn't agree to this and it is right to 'break confidence' or 'spill secret.'</p> <p>Keeping safe.</p> <p>Work linked to whole school focus.</p>
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Spiritual Moral Social and Cultural Development (SMSC)	Through this curriculum plan and whole school focus activities children will be taught to: <ul style="list-style-type: none"> • Explore, understand and respect diversity. • Develop an awareness of, and respond respectfully to, others' needs and differences. • Celebrate difference. • Explore what is right and wrong. • Understand what we need to do in our community to make sure everyone thrives. • Make explicit links to our school vision. • Develop resilience and inner strength. • Take pride in themselves and celebrate this with others. 				
	Children will focus on one modern foreign language. Spanish at Heavers Farm and French at St Andrew's Children will learn:				
Languages (KS2 only)	To listen and understand to simple oral exchanges. To begin to explore the patterns and sounds of the language. To link the spellings and sounds of words.	To understand the links between spellings and meanings of words. To engage in simple oral conversations. To ask and answer questions.	To listen attentively to spoken language and show understanding. To use songs and rhymes to link spellings, sounds and words. To express opinions.	To respond to the opinions of others. To begin to speak in sentences. To begin to develop accurate pronunciation To develop a wider vocabulary	To begin to read and understand words and phrases. To use basic phrases. To write phrases and sentences from memory
Music	Pitch – High/low notes; basic notation <i>2a, 2c, 2d</i>	Singing and performing techniques <i>2a, 2c, 2f</i>	Pentatonic scales; composing using pitched percussion instruments <i>2a, 2b, 2c, 2d</i>	Christmas music using notation <i>2a, 2c, 2d, 2f</i>	Instruments of the orchestra <i>2c, 2e, 2f</i>
Physical Education	Tag Rugby: <ul style="list-style-type: none"> - Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - Taking part in outdoor and adventurous activity challenges both individually and within a team 	Sportshall Athletics: <ul style="list-style-type: none"> - Developing flexibility, strength, technique, control and balance - Using running, jumping, throwing in isolation and in combination - Comparing performances with previous ones and demonstrate improvement to achieve their personal best. 	Hockey: <ul style="list-style-type: none"> - Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Basketball: <ul style="list-style-type: none"> - Using running, jumping, throwing and catching in isolation and in combination 	Gymnastics and Dance: <ul style="list-style-type: none"> - Performing dances using a range of movement patterns - Developing flexibility, strength, technique, control and balance This work may also be linked to our whole school focus – mindfulness	Rounders and Cricket: <ul style="list-style-type: none"> - Playing competitive games, modified where appropriate - Using running, jumping, throwing and catching in isolation and in combination

	<p>Swimming: Learning to:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively - Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> - This work may also be linked to our whole school focus – Paralympic sports <p>Swimming: Learning to:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively - Perform safe self-rescue in different water-based situations 			
Trips	n/a		Ancient Greek Day Library Visit		Heat