

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

Subject	Autumn 1 <sup>st</sup> Half 6 weeks + 3 days	Autumn 2 <sup>nd</sup> Half 8 weeks	Spring 1 <sup>st</sup> Half 5 weeks + 4 days	Spring 2 <sup>nd</sup> Half 6 weeks	Summer 1 <sup>st</sup> Half 4 weeks + 4 days	Summer 2 <sup>nd</sup> Half 7 weeks
Topic Focus	Black History	Disability History	Women's History	Mindfulness	Love Our Planet	LGBTQ+ History
	Stone Age to Iron Age		Ancient Greeks		The Geography of Europe	
Reading	<p>The following skills will be taught and developed throughout the year and across the curriculum.</p> <p><b>Use a range of strategies including accurate decoding of text to read for meaning</b></p> <ul style="list-style-type: none"> <li>- I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</li> <li>- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- I can read with an expressive reading voice, taking into account a wide range of punctuation.</li> <li>- I can use appropriate character voices.</li> <li>- I am beginning to read ahead to look for clues to determine meaning.</li> <li>- I am beginning to use dictionaries to check the meaning of words that I have read</li> <li>- I can identify new vocabulary and sentence structure</li> </ul> <p><b>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text</b></p> <ul style="list-style-type: none"> <li>- I can recall most of the main points from more complex texts and summarise main ideas.</li> <li>- I am familiar with an increasing number of books, including fairy stories, myths and legends and retelling some of these orally with some accuracy</li> <li>- I can extract information from fiction books, non-fiction texts, tables and charts.</li> <li>- I notice the difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts.</li> <li>- I can ask increasingly informed questions to deepen my understanding.</li> <li>- I can suggest reasons for actions and events.</li> </ul> <p><b>Deduce, infer or interpret information, events or ideas from text</b></p> <ul style="list-style-type: none"> <li>- I can make inferences and begin to find a single point of reference.</li> <li>- I can identify evidence of relationships between characters based on dialogue and behaviour.</li> <li>- I can identify with characters and link to my own experiences.</li> <li>- My comments show that I understand the meaning of the text and am beginning to infer word meaning.</li> <li>- I can refer back when explaining.</li> <li>- I can justify my views about what I have read.</li> </ul> <p><b>Identify and comment on the structure and organisation of texts, including grammatical and presentational features</b></p> <ul style="list-style-type: none"> <li>- I can name some organisational features of texts and comment on why these are used, including punctuation.</li> <li>- I am beginning to recognize different forms of poetry (free verse, narrative poetry)</li> </ul> <p><b>Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level</b></p> <ul style="list-style-type: none"> <li>- I notice and comment on writers' use of language independently (eg there are lots of adjectives).</li> <li>- I am beginning to identify how language, structure and presentation contribute to meaning</li> <li>- I can identify a range of standard words/phrases used at various stages of a narrative .</li> <li>- I can analyse use of language to set scenes, build tension or create suspense.</li> <li>- I can comment on the use of language using terminology including alliteration, rhythm, rhyme, simile.</li> </ul> <p><b>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</b></p>					

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

	<ul style="list-style-type: none"> <li>- Select and use appropriate registers for effective communication.</li> <li>- Present work on whole school themes to parents, family members, other children etc.</li> </ul>					
<b>Grammar</b>	<p><b>Word</b> Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box] <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> <p><b>Sentence</b> Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> <p><b>Text</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> 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><b>Punctuation</b> Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p><b>Terminology</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>					
<b>Spelling/ Phonics</b>	See National Curriculum Appendix 1 English spelling – Work for years 3 and 4 (page 49)					
<b>Handwriting</b>	Pupils will be taught to use joined cursive script in line with the Federation’s handwriting policy.					
<b>Maths</b>	<p><b>Number and place value</b> Find 10 or 100 more or less than a given number  Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p>	<p><b>Fractions</b> Count up and down in tenths  Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit</p>	<p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables  Solve one-step and two-step questions [for example, 'How many</p>	<p><b>Fractions</b> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  Recognise and show, using diagrams,</p>	<p><b>Geometry</b> Draw 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  <b>Addition and subtraction</b></p>	<p><b>Measurement</b> Measure, compare, add and subtract: volume/capacity (l/ml)  Know the number of seconds in a minute and the number of days in</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><b><u>Addition and Subtraction</u></b></p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• a three-digit number and hundreds</li> </ul> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Solve problems using number facts, place value</p> <p><b><u>Multiplication and division</u></b></p> <p>Recall and use multiplication and division facts for the 3, 4</p>	<p>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><b><u>Measurement</u></b></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>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p>	<p>more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p> <p><b><u>Number and place value</u></b></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><b><u>Addition and Subtraction</u></b></p> <p>Add and subtract numbers mentally.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p><b><u>Multiplication and Division</u></b></p>	<p>equivalent fractions with small denominators</p> <p><b><u>Measurement</u></b></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><b><u>Geometry</u></b></p> <p>Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;</p>	<p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems using more complex addition and subtraction.</p> <p><b><u>Multiplication and Division</u></b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</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><u>Fractions</u></b></p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Add and subtract fractions with the same denominator within one whole</p>	<p>each month, year and leap year</p> <p><b><u>Addition and subtraction</u></b></p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Revise taught concepts covered throughout the year and apply these in a range of different practical contexts.</b></p>
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	<p>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>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p><b>Geometry</b> 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>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><b>Measurement</b> Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>		<p>Solve problems that involve all of the above.</p>	
<p><b>Geography</b></p>	<p><b>Physical Geography</b></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><b>Location and place knowledge</b></p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn.</p> <p>Consider the countries and climates that surround these lines.</p>	<p><b>Location and place knowledge</b></p> <p>Use maps to locate countries in Europe.</p> <p>Compare countries of Europe in terms of their physical features.</p> <p>Match key landmarks to their country and make</p>

					<p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Link to love our planet whole school focus</p>	<p>suggestions as to how landmarks affect a country's tourism.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in another European country. Compare physical and human features.</p>
<b>History</b>	<p><b>Changes in Britain: Stone Age and Bronze Age</b></p> <p>Late Neolithic hunter – gatherers and early farmers.</p> <p>Bronze age religion, technology and travel</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><b>Changes in Britain: The Bronze Age and Iron Age.</b></p> <p>Bronze age religion, technology and travel</p> <p>Iron Age hill forts: tribal kingdoms farming art and culture.</p> <p>Sequence some events, objects, themes, periods and people from topics covered</p>	<p><b>Ancient Greece</b></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 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><b>Legacy of Greek culture</b></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>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><b>Changes in Society</b></p> <p>Children will learn about changes in society during the 20th and 21st centuries which have impacted on equality in society.</p>
<b>Design &amp; Technology</b>		<p><b>Pottery Design</b></p>	<p><b>Greek buildings Design</b></p>		<p><b>Cooking and Healthy Eating</b></p>	

		<p>Gather information of needs of groups/individuals.</p> <p>Describe their design using an accurately labelled sketch and words.</p> <p><b>Make</b> Measure, mark out and cut materials with some accuracy.</p> <p>Assemble, join and combine materials with some accuracy.</p> <p><b>Evaluate</b> Identify what went well and what could be improved</p>	<p>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 equipment and tools that they need.</p> <p><b>Make</b> Measure, mark out and cut materials with some accuracy.</p> <p>Assemble, join and combine materials with some accuracy.</p> <p><b>Evaluate</b> Begin to explain how they can improve their original design.</p> <p>Explain what they changed which made their design even better.</p> <p><b>Technical knowledge</b></p>		<p>Know that food ingredients can be fresh, pre-cooked and processed</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Food preparation, 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>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 whole school focus</p>	
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			Apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
<b>Science</b>	<p><b>Rocks</b></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 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><b>Forces and Magnets</b></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>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.</p>	<p><b>Light</b></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>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><b>Animals: Including humans</b></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>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><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Communicate findings in a variety of ways.</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><b>Plants (part 2)</b></p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</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>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><b>Art &amp; Design</b></p>	<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. Mix colours effectively.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists to include artists linked to whole school focus areas</p>

<b>Computing</b>	<b>E-safety</b> <ul style="list-style-type: none"> <li>- How to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</li> <li>- Identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Utilising ICT</b> <ul style="list-style-type: none"> <li>- Learn how to make good passwords for their accounts.</li> <li>- Pupils learn how to use software to create an e-book.</li> <li>- Pupils record and edit media to create a short sequence</li> <li>- Pupils learn how to take or create images to enhance or further develop their work</li> </ul>	<b>Utilising ICT</b> <ul style="list-style-type: none"> <li>- Pupils to start to write and deliver a presentation on a given subject.</li> <li>- Pupils learn how to take or create images to enhance or further develop their work</li> </ul>	<b>Information and Communication</b> <ul style="list-style-type: none"> <li>- Understand the purpose of the internet.</li> <li>- To use search technology effectively.</li> <li>- Pupils learn to search and sort.</li> <li>- To use email more confidently.</li> <li>- To use email address books.</li> <li>- To send attachments.</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>- Design write and debug programs that accomplish specific goals.</li> <li>- Solve problems by decomposing them in smaller parts.</li> <li>- Use sequence, selection and repetition in programs</li> </ul>	<b>Programming (part 2)</b> <ul style="list-style-type: none"> <li>- Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint</li> <li>- Pupils write a simple algorithm, for instance to create a basic traffic light sequence.</li> </ul>
<b>R.E. (using Croydon's Agreed Syllabus 2013)</b>	<b>Buddhism</b> <p><b>Authority and Worship</b></p> <ul style="list-style-type: none"> <li>- Why is the Buddha special to Buddhists?</li> <li>- Who was Siddhartha Gautama?</li> </ul> <p><b>Sacred and Inspirational Writings</b></p> <ul style="list-style-type: none"> <li>- What are the ways that Buddhists use their sacred writings?</li> </ul> <p><b>Lifestyle and Celebrations</b></p> <ul style="list-style-type: none"> <li>- What are the four noble truths?</li> <li>- What are the 5 precepts and how are they important for a Buddhist lifestyle?</li> <li>- Why is Wedak the most important Buddhist festival?</li> </ul>		<b>Sikhism</b> <p><b>Authority and Worship</b></p> <ul style="list-style-type: none"> <li>- What do Sikhs believe about God?</li> <li>- What are the significant times in the life of Guru Nanak?</li> <li>- Where do Sikhs go to worship? How do the practices in the Gurdwara symbolise equality?</li> <li>- How did Guru Nanak spread his teachings?</li> </ul> <p><b>Sacred and Inspirational Writings</b></p> <ul style="list-style-type: none"> <li>- What is the inspirational writing that Sikhs follow? What are the special ways the Sikh writings are treated?</li> <li>- What is it that tells people what Sikhs believe? What are some of the practices used with the Guru Granth Sahib?</li> </ul> <p><b>Lifestyle and Celebrations</b></p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- What is the symbolism of the 5Ks which are worn by some Sikhs?</li> </ul>		<b>Comparing two religions</b> <ul style="list-style-type: none"> <li>- Authority and Worship</li> <li>- Sacred and Inspirational Writings</li> <li>- Lifestyle and Celebrations</li> </ul>	<b>Why should we care for our world?</b> <ul style="list-style-type: none"> <li>- Why do Sikhs and Buddhists consider it important to care for others and the environment?</li> <li>- In what ways are people discriminated today?</li> <li>- Why do some people judge or 'label' others without knowing them.</li> <li>- What is the significance of the 'golden rule' that can be found in many traditions?</li> <li>- How can we be bridge builders between people?</li> </ul>

			<ul style="list-style-type: none"> <li>- What is the significance of the turban which is worn by some Sikhs?</li> <li>- What is the importance of Bandi Chor (Prisoners Release day) and Amritsar to the Sikh Community?</li> </ul>			
<b>Personal, Social, Health and Economic Education (PSHE)</b>  <b>Sex and Relationship Education (SRE)</b>	<b>Health and Wellbeing: (PSHE)</b> Ways of keeping physically, emotionally and mentally safe.  Recognising conflicting emotions and when you might need to listen to emotions or overcome them.	<b>Living in the wider world (PSHE)</b> Understanding why and how rules and laws that protect themselves and others are made and enforced.  Understanding why different rules are needed in different situations and how to take part in making and changing rules.  Understanding how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.  Understanding what being part of a community means, and about the varied institutions that support communities locally and nationally.	<b>Health and Wellbeing: (PSHE)</b> Reflect on and celebrate achievements, identify strengths and areas for improvement, set high aspirations and goals.  Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.  Understand school rules in regards to health and safety.  Understand basic emergency aid procedures, where and how to get help.	<b>Relationships (PSHE)</b> How to recognise risky or negative relationships including all forms of bullying and abuse.  Recognise and respond appropriately to a wider range of feelings in others.  Understand that actions affect self and others.	<b>Relationships (PSHE)</b> Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.' Keeping safe.  <b>SRE</b> The emotional and physical changes of growing up.  Naming body parts.  Similarities and differences between one another other.	<b>Health and Wellbeing: (PSHE)</b> Understand roles of people who are responsible for helping you stay healthy and safe. Understand ways that you can help these people .  Recognise opportunities to make your own choices about food, what might influence your choices and the benefits of eating a balanced diet  <b>SRE</b> Coping with emotions and how to look after our bodies in order to be safe and healthy.
<b>Spiritual Moral Social and Cultural Development (SMSC)</b>	<b>Through this curriculum plan and whole school focus activities children will be taught to:</b> <ul style="list-style-type: none"> <li>• Explore, understand and respect diversity.</li> <li>• Develop an awareness of, and respond respectfully to, others' needs and differences.</li> <li>• Celebrate difference.</li> <li>• Explore what is right and wrong.</li> <li>• Understand what we need to do in our community to make sure everyone thrives.</li> <li>• Make explicit links to our school vision.</li> <li>• Develop resilience and inner strength.</li> </ul>					

	<ul style="list-style-type: none"> <li>Take pride in themselves and celebrate this with others.</li> </ul>					
	<p>Children will focus on one modern foreign language. <b>Spanish at Heavers Farm</b> and <b>French at Selsdon</b>.</p> <p>Children will learn:</p>					
<b>Languages (KS2 only)</b>	<p>To listen and understand to simple oral exchanges.</p> <p>To begin to explore the patterns and sounds of the language.</p> <p>To link the spellings and sounds of words.</p>	<p>To understand the links between spellings and meanings of words.</p> <p>To engage in simple oral conversations.</p> <p>To ask and answer questions.</p>	<p>To listen attentively to spoken language and show understanding.</p> <p>To use songs and rhymes to link spellings, sounds and words.</p> <p>To express opinions.</p>	<p>To respond to the opinions of others.</p> <p>To begin to speak in sentences.</p> <p>To begin to develop accurate pronunciation</p> <p>To develop a wider vocabulary</p>	<p>To begin to read and understand words, phrases.</p> <p>To use basic phrases</p> <p>To write phrases from memory</p>	<p>To confidently engage in conversations.</p> <p>To ask and answer questions using different phrases</p> <p>To describe people orally.</p>
<b>Music</b>	<p>Pitch – High/low notes; basic notation <i>2a, 2c, 2d</i></p>	<p>Singing and performing techniques <i>2a, 2c, 2f</i></p>	<p>Pentatonic scales; composing using pitched percussion instruments <i>2a, 2b, 2c, 2d</i></p>	<p>Christmas music using notation <i>2a, 2c, 2d, 2f</i></p>	<p>Instruments of the orchestra <i>2c, 2e, 2f</i></p>	<p>The class orchestra <i>2a, 2c, 2d, 2e</i></p>
<b>Physical Education</b>	<p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Taking part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p><b>Swimming:</b> Learning to:</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively</li> </ul>	<p><b>Sportshall Athletics:</b></p> <ul style="list-style-type: none"> <li>Developing flexibility, strength, technique, control and balance</li> <li>Using running, jumping, throwing in isolation and in combination</li> <li>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>This work may also be linked to our whole school focus – Paralympic sports</li> </ul> <p><b>Swimming:</b> Learning to:</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and</li> </ul>	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>Using running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Gymnastics and Dance:</b></p> <ul style="list-style-type: none"> <li>Performing dances using a range of movement patterns</li> <li>Developing flexibility, strength, technique, control and balance</li> </ul> <p>This work may also be linked to our whole school focus – mindfulness</p>	<p><b>Rounders and Cricket:</b></p> <ul style="list-style-type: none"> <li>Playing competitive games, modified where appropriate</li> <li>Using running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Outdoor Athletics:</b></p> <ul style="list-style-type: none"> <li>Developing flexibility, strength, technique, control and balance</li> <li>Using running, jumping, throwing in isolation and in combination</li> <li>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

	<ul style="list-style-type: none"> <li>- Perform safe self-rescue in different water-based situations</li> </ul>	<p>proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> <li>- Use a range of strokes effectively</li> <li>- Perform safe self-rescue in different water-based situations</li> </ul>				
<b>Trips</b>	n/a		Ancient Greek Day Library Visit		Heathfield Ecology Centre	