

Year 3 Overview

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| <p>Block 1 Topic: Stone Age to Iron Age (History) Book/Author: Stone Age Boy by Satoshi Kitamura. Enrichment: Stone Age Day workshop British Values Focus: Rule of Law GARP: Are the laws of equality the same in every country? Gender roles and stereotypes during the Stone and Iron Age era compared to now. SCARF: Me and My Relationships English: 1st Person Recount, Non-chronological Report, Persuasive Advert. Maths: Place Value, Addition and Subtraction Science: Rocks and Soils Geography: N/A History: Stone Age to Iron Age Music: Accompany a story Computing: iSafe French: Core Vocabulary and Phonics RE: Hinduism - Diwali Art: N/A DT: N/A PE: Outdoor Adventurous Activities and Tag Rugby</p> | <p>Block 2 Topic: Rampaging Romans (History) Book/Author: Diary of a Roman Soldier by Moira Butterfield Enrichment: Roman visitor British Values Focus: Mutual Respect GARP: Is it fair to take over other countries? Is this respectful to others? SCARF: Valuing Difference English: Informal Letter, Information Leaflet, Newspaper Report Maths: Addition and Subtraction, Multiplication and Division. Science: Forces and Magnets Geography: History: Romans Music: N/A Computing: iProgram French: I'm Learning French RE: Christianity: Christmas – Has Christmas lost its true meaning? Art: N/A DT: Mechanisms - Chariots PE: Gymnastics, Netball</p> | <p>Block 3 Topic: European Rivers (Geography) Book/Author: This Morning I Met a Whale by Michael Morpurgo Enrichment: Church Visit (walking) British Values Focus: Tolerance GARP: Different cultures in different countries link to R.E (Christianity). How do our actions affect climate change and people around the world? (flooding) SCARF: Keeping Myself Safe English: Syllabic Poetry, Setting Description, Persuasive Appeal Maths: Money and Statistics Science: Light Geography: Rivers, human and physical features and locational geography History: N/A Music: N/A Computing: iSimulate French: Animals RE: Christianity: Miracles – Could Jesus heal people? Were these miracles or is there some other explanation? Art: Sketching, artist - Thomas Cole DT: N/A PE: Quicksticks Hockey and Basket ball</p> |
| <p>Block 4 Topic: Out and About (Geography) Book/Author: Jack and the Beanstalk Enrichment: Sherwood Forest British Values Focus: Individual Liberty GARP: The vow of poverty (Christianity) – Worldwide perspective (Mother Teresa) SCARF: Rights and Responsibilities – Legend of Robin Hood – Was he being responsible by stealing from the rich? English: Traditional Tales, Play Scripts, Explanation Texts Maths: Measurement – length and perimeter, fractions</p> | <p>Block 5 Topic: Making a splash (Art) Book/Author: Pirates Next Door by Jonny Duddle Enrichment: Temple Visit British Values Focus: Democracy GARP: Slavery, freedom of speech SCARF: Being my Best English: Character Description, Diaries, Newspaper Report Maths: Fractions, Time Science: N/A Geography:</p> | <p>Block 6 Topic: Marvellous Medicine Cooking and nutrition (DT) Book/Author: George's Marvellous Medicine by Roald Dahl Enrichment: Sports Ambassador British Values Focus: Equality GARP: Is everyone treated the same? Right to basic needs. Equality – gender, age, race, disability – olympics/paralympics, religion. SCARF: Growing and Changing English: Free Verse poetry, Instructions, Biography</p> |

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| <p>Science: Plants Geography: Fieldwork, human and physical features and locational geography History: N/A Music: N/A Computing: iData French: Little Red Riding Hood RE: Christianity: Easter – Forgiveness – What is ‘good’ about Good Friday? Art: Leonid Alfremov (painting) DT: STEM Week – structures (treehouse) PE: Dance and Handball</p> | <p>History: N/A Music: Singing with control Computing: iConnect French: Fruit RE: Hinduism: Hindu Beliefs – How can Brahman be everywhere and everything? Art: The Great Wave of Hokusai (printing) DT: N/A PE: Gymnastics and OAA</p> | <p>Maths: Geometry, Measurement - mass and capacity Science: Animals including Humans Geography: History: Music: Playing Instruments Computing: iAlgorithm French: I can... RE: Hinduism: Pilgrimages to the River Ganges – Would visiting the River Ganges feel special to a non-Hindu? Art: N/A DT: Cooking and nutrition (food preparation for making smoothies) PE: Athletics and Swimming</p> |
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English - Year 3

On-going LEAPS (to be taught in every unit/ block)

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| The Writing Process | Before I write | <ul style="list-style-type: none"> • I can discuss example texts so that I understand their structure, vocabulary and grammar. • I can discuss and record simple ideas. |
| | When I am writing | <ul style="list-style-type: none"> • I can discuss example texts so that I understand their structure, vocabulary and grammar. • I can discuss and record simple ideas. |
| | After I have written | <ul style="list-style-type: none"> • I can assess how effective my own writing is and give myself a 'next step'. • I can suggest better word choices for effect. • I can re-read my writing to check for errors in spelling, punctuation and grammar. • I can read aloud what I have written to a group, using appropriate intonation to make the meaning clear. |
| Handwriting | <ul style="list-style-type: none"> • I am consolidating the correct formation of basic joins from Year 2. -diagonal joins to letters without ascenders, e.g. ai, ar, un; -horizontal joins to letters without ascenders, e.g. ou, vi, wi; -diagonal joins to letters with ascenders, e.g. ab, ul, it; -horizontal joins to letters with ascenders, e.g. ol, wh, ot. • I can consistently use the correct size, proportion, fluency and spacing between letters and words. • I am developing clear, neat handwriting for finished work. • I am building up handwriting speed, fluency and legibility through practice. • I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • I am increasing the legibility, consistency and quality of my handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • I am continuing to demonstrate, rehearse and verbalise as in KS1. | |
| Spelling | <ul style="list-style-type: none"> • I can spell most of the Year 1 and 2 common exception words. • I can spell some words on the Year 3 and 4 word list. • I can use further prefixes and suffixes and understand how to add them. | |

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| | | <ul style="list-style-type: none"> • I can spell further homophones • I can apply spelling rules and guidance. • I can use the first two or three letters of a word to check its spelling in a dictionary • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Reading | Range of Reading | <ul style="list-style-type: none"> • I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. • I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally. • I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • I recognise some different forms of poetry. For example, free verse, narrative poetry. |
| | Decoding | <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. |
| | Fluency | <i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i> |

| Block 1 | Block 2 | Block 3 |
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| <p>Subject/Conceptual knowledge/Skills: First Person Recount, Non-Chronological Report, Persuasive Advert</p> <p>Text/ Novel: Stone Age Boy by Satoshi Kitamura</p> <p>Key Vocabulary from Text: wandering, stumbled, relief, stew, striking, flint, chipped, trimmed, spearhead, scrapers, grindstone, piercing, antlers, ornaments, skinning, grilling, spiking, several, crept, munching, signal, furious, archaeologist</p> | <p>Subject/Conceptual knowledge/Skills: Informal Letter, Information Leaflet, Instructions</p> <p>Text/ Novel: The Diary of a Young Roman Soldier by Moira Butterfield</p> <p>Key Vocabulary from Text: invasion, soldier, young, legionary, generals, crawled, marched, practised, century, crowded, helmet, shield, empire, conquer</p> | <p>Subject/Conceptual knowledge/Skills: Poetry (narrative), Setting Description, Persuasive Appeal</p> <p>Text/ Novel: This Morning I Met a Whale by Michael Morpurgo</p> <p>Key Vocabulary from Text: Bird-watching, dawn chorus, hobby, Battersea, binoculars, heron, lightning, prehistoric, pterodactyl, Thames, whale, shore, creature, message, environment, struggle, tide, damage</p> |

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| <p><u>Block 1 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can ask relevant questions to get a better understanding of a text. • I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. <p>Explanation:</p> <ul style="list-style-type: none"> • I can identify the main purpose of a non-fiction text. E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'. • With support, I can justify my views about what I have read. <p>Retrieval:</p> <ul style="list-style-type: none"> • I can scan fiction and non-fiction texts for important words and phrases. • I can skim read a page/short chapter of text to retrieve the main information. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can order and sequence key events across a range of fiction and non-fiction texts. • I can identify main ideas drawn from more than one paragraph. | <p><u>Block 2 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can explain the meaning of some key vocabulary within the context of the text. • I can identify some figurative language. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can justify my inferences with evidence. • I can make sensible predictions based on what I have read. <p>Explanation:</p> <ul style="list-style-type: none"> • I can identify and explain some simple themes within fiction texts. E.g. bullying • I can identify some basic features of organisation at sentence and text level. For example, imperatives used in instructions and can use these to help me navigate through a text. <p>Retrieval:</p> <ul style="list-style-type: none"> • I can answer questions about a text by locating the information needed. • I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can order and sequence key events across a range of fiction and non-fiction texts. • I can identify main ideas drawn from more than one paragraph. | <p><u>Block 3 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can find synonyms and distinguish shades of meaning in synonyms. • I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can justify my predictions with evidence. • I can ask relevant questions to get a better understanding of a text. <p>Explanation:</p> <ul style="list-style-type: none"> • I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information. • I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination. <p>Retrieval:</p> <ul style="list-style-type: none"> • I can scan fiction and non-fiction texts for important words and phrases. • I can skim read a page/short chapter of text to retrieve the main information. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can order and sequence key events across a range of fiction and non-fiction texts. • I can identify main ideas drawn from more than one paragraph. • I can summarise the main ideas drawn from more than one paragraph. |
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Block 1 Writing LEAPS:

Unit 1-Setting Description (2 weeks)

- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.

Block 2 Writing LEAPS:

Unit 1- Informal Letter (2 weeks)

- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel. .
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can group related sentences into paragraphs.
- I can use capital letters, full stops, commas to separate items in a list,

Block 3 Writing LEAPS:

Unit 1- Syllabic Poetry (2 weeks)

- I can listen to, discuss and express views about a wide range of poetry, including poems that are structured in different ways.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.
- I can identify themes and conventions in a wider range of poems.
- I can participate in discussion about a range of poems, discussing words and phrases that capture the reader's interest.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

Nouns, adjectives, verbs, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 2- Non- Chronological Report (2 weeks)

- I can use some headings and sub-headings to help me organise my ideas.
- I can group related sentences into paragraphs.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.

question marks and exclamation marks mostly correctly.

- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

Adverb, suffix, apostrophe, contraction, past tense, time connectives, description, paragraph, introduction, conclusion, first person

Unit 2- Information Leaflet (2 weeks)

- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can spot word families to show how words are related. E.g. solve, solution, solver, dissolve, insoluble.
- I know what nouns, adjectives, verbs and adverbs are. I can give examples.

- Use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect.

Vocabulary for unit (to be displayed):

Kenning, tanka, cinquain, adjectives, comparatives, superlatives, verbs, nouns, syllables

Unit 2- Setting Description (2 weeks)

- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.

- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

Vocabulary for unit (to be displayed):

- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

Determiner, consonant, vowel, word families, third person, past tense, technical vocabulary, pictures, diagrams, paragraph, heading, subheading

Unit 3 - Persuasive Advert (2 weeks)

- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can use some similes for effect. E.g. He ran as fast as a cheetah.

Headings, subheadings, organise ideas, related sentences, paragraphs, co-ordinating conjunctions, main clause, compound sentence, third person, past tense, introduction, conclusion, picture, diagram, caption

Unit 3- Recount (2 weeks)

- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can form and use nouns using a range of prefixes. E.g. superman, antifreeze, autograph.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.

- I can identify and write some sentences written in the present perfect form to describe an action that has already occurred but continues to happen. E.g. I have washed my hands. He has brushed his teeth.
- I can use some headings and sub-headings to help me organise my ideas.

- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can use some headings and sub-headings to help me organise my ideas.

Vocabulary for unit (to be displayed):

- I can use some metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Nouns, adjectives, verbs, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 3- Persuasive Appeal (2 weeks)

- I can form and use a wider range of prefixes to change the meaning of verbs and adjectives E.g. agree - disagree, correct - incorrect, possible- impossible.
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.

- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases.

Statement, command, question, exclamation, full stop, question mark, exclamation mark, time connectives, adverbs of time, title, bullet points, numbered steps, imperative verbs, adverbs, top tip, second person

Block 2 Handwriting

- Diagonal joins to letters without ascenders: au, ue, aw, ie, ir, ew

Block 2 Spelling

- Homophones and near-homophones
- Common exception words

- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can identify and write some sentences written in the present perfect form to describe an action that has already occurred but continues to happen. E.g. I have washed my hands. He has brushed his teeth.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

Vocabulary for unit (to be displayed):

E.g. Some beautiful flowers, Their favourite food.

- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can use some similes for effect. E.g. He ran as fast as a cheetah.

Vocabulary for unit (to be displayed):

Present perfect, headings, subheadings, organisation, rhetorical questions, exaggeration, facts, opinions, emotive language, paragraphs

Block 1 Handwriting

- Review and consolidate letter formation of four groups in both upper and lower cases. (1 armed robot letters- b,h,m,n,p,r/ Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters - i,j,t,l,u,y/ Zig-zag letters-k,v,w,x,z-One group per lesson
- Writing full name (including middle names) orientated correctly on four lines

Block 1 Spelling

- Possessive apostrophe with singular and plural words
- Homophones and near-homophones
- Common exception words

Root word, prefix, verbs, adjectives, present participle, rhetorical questions, exaggeration, facts, opinions, emotive language, paragraphs

Block 3 Handwriting

- Horizontal joins to letters without ascenders: vi, wi, oy, wa, wo, we

Block 3 Spelling

- The suffix -ly
- Homophones and near-homophones
- Common exception words

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| <p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Traditional Tales (retelling), Play script, Explanation Text</p> <p>Text/ Novel: Jack and the Beanstalk</p> <p>Key Vocabulary from Text: Jack, beanstalk, mother, cow, magic, castle, giant, climb, clamber, scale, clouds, hen, golden egg, harp, coins, fortune</p> | <p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Character Description, Diaries, Newspaper Reports</p> <p>Text/ Novel: Pirates Next Door by Jonny Duddle</p> <p>Key Vocabulary from Text: Dull-on-Sea, seaside, gloomy, pirate, eyepatch, treasure, anchoring, sailed, shore, neighbourhood, alarming, council, disgraceful, dirtiness, plank, cannons, cutlass</p> | <p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Poetry (syllabic), Instructions, Autobiography</p> <p>Text/ Novel: George's Marvellous Medicine by Roald Dahl</p> <p>Key Vocabulary from Text: George, medicine, marvellous, shaving foam, dandruff, hairset, floor polish, mother, growing, farmyard, ceiling, roof, shrinking, crane, ingredients</p> |
| <p><u>Block 4 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify my inferences with evidence. <p>Explanation:</p> <ul style="list-style-type: none"> I can identify the main purpose of a non-fiction text. E.g. 'It's all about why | <p><u>Block 5 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can explain the meaning of some key vocabulary within the context of the text. I can identify some figurative language. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can make sensible predictions based on what I have read. I can justify my predictions with evidence. <p>Explanation:</p> <ul style="list-style-type: none"> I can identify and explain some simple themes within fiction texts. E.g. bullying I can identify some basic features of organisation at sentence and text level. For example, imperatives used in | <p><u>Block 6 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find synonyms and distinguish shades of meaning in synonyms. I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask relevant questions to get a better understanding of a text. I can make inferences such as inferring characters' feelings, thoughts and motives from their actions. <p>Explanation:</p> <ul style="list-style-type: none"> I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information. |

going to the dentist is important and how you should look after your teeth'.

- With support, I can justify my views about what I have read.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

instructions and can use these to help me navigate through a text.

Retrieval:

- I can scan fiction and non-fiction texts for important words and phrases.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

Block 4 Writing LEAPS:

Unit 1-Traditional Tales (2 weeks)

- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use some inverted commas correctly to punctuate direct speech.
- I know what nouns, adjectives, verbs and adverbs are. I can give examples.

Block 5 Writing LEAPS:

Unit 1-Character Descriptions (2 weeks)

- I can identify main and subordinate clauses in complex sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.

Block 6 Writing LEAPS:

Unit 1-Free Verse Poetry (2 weeks)

- I can use some similes for effect. E.g. He ran as fast as a cheetah.
- I can use some metaphors for effect. E.g. The sun is a ball of fire.
- I can use some personification for effect. E.g. The leaves danced in the breeze.
- I can listen to, discuss and express views about a wider range of poetry, including poems that are structured in

- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
-
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use capital letters, full stops, commas to separate items in a list,

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- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a

different ways e.g. narratives, free verse, syllabic poetry.

- I can identify themes and conventions in a wider range of poems.
- I can participate in discussion about a range of poems, discussing words and phrases that capture the reader's interest.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can write poems using all four sentence types, experimenting with punctuation.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

Vocabulary for unit (to be displayed):
Similes, metaphors, personification, figurative language, effect, repetition, alliteration, rhyme, onomatopoeia,

question marks and exclamation marks mostly correctly.

- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use some inverted commas correctly to punctuate direct speech.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...

Vocabulary for unit (to be displayed):

Singular, plural, possessive, apostrophe, inverted commas, dialogue, setting, characters, Once upon a time, past tense, coordinating conjunction, contraction, expanded noun phrase, statement, question, command, exclamation

Unit 2- Play script (2 weeks)

- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.

giraffe. He was the bravest boy in the whole world.

- I can use some similes for effect. E.g. He ran as fast as a cheetah.
- I can use some metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Main clause, subordinate clause, subordinating conjunction, subject, object, verb, Nouns, adjectives, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 2- Diary Entries (2 weeks)

- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.

Unit 2- Instructions (2 weeks)

- I can form and use nouns using a range of prefixes. E.g. superman, antifreeze, autograph.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.

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- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that...

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- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can use some headings and sub-headings to help me organise my ideas.

Vocabulary for unit (to be displayed):

Nouns, prefixes, co-ordinating conjunction, subject, object, verb, statement, command, question, exclamation, full stop, question mark, exclamation mark, time connectives, adverbs of time, title, bullet points, numbered steps, imperative verbs, adverbs, top tip, second person

Unit 3- Biography (2 weeks)

- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-

When we were finished... Then...
Eventually...

- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.

Vocabulary for unit (to be displayed):

Standard English, non-standard English, prepositions, prepositional phrases, characters, acts, scenes, description, dialogue, speaker, colon, brackets

Unit 3- Explanation Text (2 weeks)

- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.

Vocabulary for unit (to be displayed):

contraction, past tense, time connectives, description, paragraph, introduction, conclusion, first person, adjectives, determiners, expanded noun phrase, comparatives, superlatives

Unit 3- Newspaper Report (2 weeks)

- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use some inverted commas correctly to punctuate direct speech.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means)

Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.

- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.

- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can identify main and subordinate clauses in complex sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
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- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.

- within my sentences. E.g. during the film, at the station, over the fence.
- I can group related sentences into paragraphs.
 - I can use some headings and sub-headings to help me organise my ideas.
 - I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
 - I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
 - I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
 - I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
 - I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
 - I can identify and use the simple past tense in my writing. E.g. I went out to play.
 - I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.

Vocabulary for unit (to be displayed):

Simple past tense, verbs, heading, subheading, third person, technical vocabulary, introduction, picture, caption, paragraphs, conclusion

- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

Vocabulary for unit (to be displayed):

Subordinating conjunction, present progressive, past progressive, question title, introduction, conclusion, time connectives, causal connectives, technical vocabulary, third person, paragraphs

Block 4 Handwriting

- Diagonal joins to letters with ascenders: it, ab, ad, al, at, cl, ct, et,

Block 4 Spelling

- The /ʌ/ sound spelt ou
- More prefixes
- Homophones and near-homophones
- Common exception words

Vocabulary for unit (to be displayed):

Prepositions, prepositional phrases, inverted commas, reported speech, direct speech, first person, third person, past tense, time connectives, orientation, reorientation

Block 5 Handwriting

- Horizontal joins to letters with ascenders: ol, wh, ot, ob, od
- Practice not joining up after the letter q

Block 5 Spelling

- Words with endings sounding like /ʒə/ or /t_ʃə/
- Words with the /e_ɪ/ sound spelt ei, eigh, or ey
- Adding suffixes beginning with vowel letters to words of more than one syllable
- Homophones and near-homophones
- Common exception words

Block 6 Handwriting

- Joining to other letters from letters with a descender
fl, fr, fa, gr, gl, ya, ye, yo yu

See handwriting scheme. What does it state needs to be taught in this block?

Block 6 Spelling

- Adding suffixes beginning with vowel letters to words of more than one syllable
- More prefixes
- Homophones and near-homophones
- Common exception words

Maths - Year 3

| Maths - Year 3 | | |
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| <p>Block 1 Subject/Conceptual knowledge/skills: Number: Place value; Number: Addition and subtraction</p> <p>LEAPS:</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Read and write numbers to 1,000 in numerals and words • Read and write numbers with one decimal place. • Recognise and understand the place value of each digit in a 3-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations. • Order and compare numbers up to 1000 • Reason about the location of any 3-digit number in the linear number system • Know that 10 tens are equivalent to 1 hundred and that 100 is 10 times the size of 10 • Apply this to identify and work out how many 10s there are in other 3-digit multiples of 10 • Apply place value knowledge to known additive and multiplicative number facts (scaling facts by 10) • Recognise and understand the place value of each digit in a 3-digit number (hundreds, tens, ones) • Compose and decompose 3-digit numbers using standard and non-standard partitioning • Divide 100 into 2, 4, 5 and 10 equal parts • Read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts • Find 10 or 100 more or less than a given number. • Identify the previous and next multiple of 100 and 10 • Round numbers to the nearest 10 or 100 • Read Roman numerals to 12 (XII) (linked to time) | <p>Block 2 Subject/Conceptual knowledge/skills: Number: Addition and subtraction; Number: Multiplication and division</p> <p>LEAPS:</p> <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using columnar methods, including exchanging • Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none"> • Count from zero in multiples of three, four, eight, fifty and one hundred. • Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive • Understand that division is the inverse of multiplication and vice-versa. • Recall multiplication facts and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables • Recognise products in the above multiplication tables as multiples of the corresponding number <p><u>Multiplication and Division linked to Doubling and Halving</u></p> <ul style="list-style-type: none"> • Double multiples of 10 and 100 to 1000 | <p>Block 3 Subject/Conceptual knowledge/skills: Number: Multiplication and division; Measurement: Money; Statistics</p> <p>LEAPS:</p> <p><u>Multiplication and Division:</u></p> <ul style="list-style-type: none"> • Find the effect of multiplying a 1 or 2 digit number by 10 and 100; identify the value of the digits • Derive new facts using known multiplication facts. E.g. $3 \times 2 = 6$ so $30 \times 2 = 60$ • Calculate 2-digit numbers multiplied by a 1-digit number using mental methods and jottings and progressing to formal written methods • Develop understanding of division by solving 2-digit $\div 1$ using mental methods and jottings • Solve missing number problems involving multiplication and division. • Solve problems involving positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p><u>Money:</u></p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts <p><u>Statistics:</u></p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions. E.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables <p>Vocabulary:</p> |

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| <ul style="list-style-type: none"> Solve number problems and practical problems involving numbers up to 1000 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Secure fluency in addition and subtraction facts that bridge 10, through continued practise Calculate complements to 100 Add and subtract numbers mentally including: 3d + 1s, 3d + 10s and 3d + 100s Understand and use the commutative property of addition, and understand the related property for subtraction <p>Vocabulary: Factor of, relationship, Roman numerals, one hundred more, one hundred less, approximate, approximately, round, nearest, round to the nearest ten/ hundred round up, round down, hundreds boundary, One hundred more, one hundred less, tens boundary, exchange.</p> | <ul style="list-style-type: none"> Develop doubling strategies linked to times-tables Recall and use doubles of all multiples to 100 and corresponding halves. <p>Vocabulary: hundreds boundary, One hundred more, one hundred less, tens boundary, exchange, Factor, product, remainder</p> | <p>Chart, bar chart, frequency table, Carroll diagram, Venn diagram, axis, axes diagram</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Length and perimeter</p> <ul style="list-style-type: none"> Measure and compare: lengths (m/cm/mm); Add and subtract: lengths (m/cm/mm); Measure the perimeter of simple 2D shapes <p>Fractions: Reconsolidation from Y2</p> <ul style="list-style-type: none"> Count up and down in tenths and 0.1; recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | <p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions Compare and order fractions with the same denominator. Reason about the location of any fraction within 1 in the linear number system Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts Find unit fractions of quantities using known division facts and non-unit fractions with small denominators | <p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Geometry: Properties of shape</p> <ul style="list-style-type: none"> Draw polygons by joining marked points, and identify parallel and perpendicular sides Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations and know that 2 and 4 right angles make half and a full turn respectively Identify whether angles are greater or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes Make 3-D shapes using modelling materials |

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| <p>Vocabulary: Cm Mm M Perimeter</p> | <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within 1 whole • Solve problems that involve all of the above <p>Time</p> <ul style="list-style-type: none"> • Know the number of seconds in a minute and the number of days in each month, year and leap year • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • Estimate and read time with increasing accuracy to the nearest minute • Tell and write the time from 12 and 24 hour clocks • Tell and write the time from an analogue clock, using Roman numerals 1 to X11, and 12 hour & 24 hour clocks • Record and compare time and duration of events in terms of seconds, minutes and hours <p>Vocabulary: Century, calendar, earliest, latest, a.m., p.m., Roman numerals, 12-hour clock time, 24-hour clock time</p> | <ul style="list-style-type: none"> • Recognise 3-D shapes in different orientations and describe them <p>Measurement: Mass and capacity</p> <ul style="list-style-type: none"> • Measure and compare: mass (kg, g); volume and capacity (l/ ml) • Add and subtract: mass (kg, g); volume and capacity (l/ ml) <p>Vocabulary:</p> |
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Science – Year 3

Block 1

Subject/Conceptual knowledge/skills: Rocks and Soils

LEAPS:

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- I can describe in simple terms how fossils are formed.
- I can explore how fossils are made and which types of animals would be found in sedimentary rock.
- I can recognise that soils are made from rock and organic matter.
- I can explore rocks and soils from the local environment.
- I can explore rocks and observe how they change over time.
- I can classify rocks based on if they have grains or crystals.
- I can explore different rocks and soils finding similarities and differences.
- I can investigate what happens to rocks when they have been rubbed together or change when in water.
- I can raise and answer questions about the way soils are formed.

Key Questions

Soils

How are the soils different?

Which do you think has best drainage?

Which is more likely to lead to flooding?

How many soil types have we found?

Where might you find more?

How might the soil be different in different countries?

Rocks

Block 2

Subject/Conceptual knowledge/skills: Forces and Magnets

LEAPS:

- I notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- I can observe how magnets attract or repel each other and attract some materials and not others.
- I can 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.
- I can describe magnets as having two poles.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary.
- I can explore the strength of magnets and finding a fair way to test them.
- I can sort materials into those that are magnetic and those that are not.

Vocabulary:

Push, pull, force, friction, magnet, magnetic pole, north, south, magnetic field, horseshoe magnet, bar magnet, ball magnet, super magnet, attract, repel

Block 3

Subject/Conceptual knowledge/skills: Light

LEAPS:

- Recognise that they need light in order to see things and that dark is the absence of light.
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and should protect my eyes.
- I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- I can find patterns in the way that the size of shadows change.

Vocabulary:

Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.

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| <p>What rock is best for a kitchen chopping board? What might be the issues with various materials and what they must withstand? What types of rocks are there? How do rocks change? Compost What would grow best in your soil? Why do you think worms are important to the creation of soil? How can we use composting to make our own soil? Does it currently look like real soil? How long do you think this process will take and why? Fossils How are fossils created? Why do fossils help us find out about historical events? If you could fossilise an object what would it be?</p> <p>Scientist: Mary Anning</p> <p>Comparative tests How does adding different amounts of sand to soil affect how quickly water drains through it? Which soil absorbs the most water? Identify and Classify Can you use the identification key to find out the name of each of the rocks in your collection? Observation over time How does tumbling change a rock over time? What happens when water keeps dripping on a sandcastle? Pattern Seeking Is there a pattern in where we find volcanos on planet Earth? Research Who was Mary Anning and what did she discover?</p> | | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Plants</p> <p>LEAPS:</p> | <p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Animals Including Humans</p> <p>LEAPS:</p> |

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I can 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.
- I can investigate the way in which water is transported within plants
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- I can compare the effect of different factors on plant growth (the amount of light/fertiliser).
- I can observe the plant life cycle.

Vocabulary:

Flower, stem, roots, leaves, stigma, stamen, pollination, germination, nutrients, water, light,

Vocabulary:

- I can identify that humans need the right types of nutrition.
- I can identify that animals need the right types of nutrition.
- I know that animals and humans cannot make their own food.
- I can identify that humans get nutrition from what they eat.
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can identify that humans have muscles for support, protection and mainly movement.

Vocabulary:

Nutrition, nutrients, healthy, skeleton, skull, ribs, spine, muscles, joints, vertebrate, invertebrate, support, protect, carbohydrates, protein, fats, vitamins, minerals, sugars

SCARF – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills: Me and My Relationships Democracy Friendships</p> <p>LEAPS: I can...</p> <ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; | <p>Block 2 Subject/Conceptual knowledge/skills: Valuing Differences Tolerance Recognising and respecting diversity</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'. • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). | <p>Block 3 Subject/Conceptual knowledge/skills: Keeping myself safe Individual Liberty Managing Risks Drugs and their risks Staying safe online</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; |
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| <ul style="list-style-type: none"> • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. <p>Vocabulary:</p> <p>Internet, rule, democracy, pupil voice, conflict, resolution, cooperation, teamwork, relationships, support network, qualities, friendships</p> | <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. <p>Vocabulary:</p> <p>Bullying, diversity, equality, ethnic, religious, qualities, prejudice, adoption, fostering, wellbeing, sex, same-sex relationships</p> | <ul style="list-style-type: none"> • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <p>Vocabulary:</p> <p>Drugs, risk, cigarettes, internet, safety, online, cyber bullying,</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Rights and Responsibilities The Rule of Law Friendship Community</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; | <p>Block 5 Subject/Conceptual knowledge/skills: Being My Best Mutual Respect Keeping Myself Healthy Safeguarding Bullying Extremism</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; | <p>Block 6 Subject/Conceptual knowledge/skills: Growing and Changing Equality Relationships Friendships Menstruation Keeping Safe</p> <p>LEAPS: I can..</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. |

- Plan, draft and publish a recount using the appropriate language.
- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.
- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Vocabulary:

Volunteer, community, responsibility, jobs, environment, fact, opinion, income, services

- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.
- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.
- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

Vocabulary:

Balanced diet, illness, wellbeing, internal body parts, talents, qualities, health, lifestyle

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

Vocabulary:

Secret, rule, personal space, body space, relationship, healthy, egg, sperm, babies,

R.E – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills: Hinduism LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can start to say why Diwali might bring a sense of belonging to Hindus. <p>Vocabulary: Rama, Sita, Diwali, Rangoli, Diva Lamps, Puja Tray</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Christianity LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> I can start to tell you what Christmas means to Christians and what it means to me <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Man, Gifts, Shepherds, Star, Meaning, Birth, Angels, Manger, Census.</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Christianity LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can explain one Christian viewpoint about one of Jesus' healing miracles. <p>Evaluation and Critical Thinking I can start to say whether I believe Jesus actually healed people or not.</p> <p>Vocabulary: Miracle, Healing, Power, Explanation, Divine</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Christianity LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can start to tell you why Christians believe Jesus' death is important. <p>Evaluation and Critical Thinking I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Vocabulary:</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Hinduism LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can explain some of the different roles I play whilst still being me. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. <p>Evaluation and Critical Thinking I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus</p> <p>Vocabulary:</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Hinduism LEAPS: Personal Resonance and Reflection</p> <ul style="list-style-type: none"> I can explain why water is important. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it <p>Evaluation and Critical Thinking I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> |

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| Holy Week, Last Supper, Communion, Good Friday, Salvation, Gospel (Good News), Crucifixion, Resurrection. | Brahman, Deities, Brahma, Vishnu, Shiva, Trimurti, Ganesha, Lakshmi, | Vocabulary: River Ganges, Sacred, Cleansing, Pilgrimage, Life Cycle, |
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History – Year 3

| History – Year 3 | | |
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| <p>Block 1 Subject/Conceptual knowledge/skills: Stone Age to Iron Age Chronology Knowledge and understanding of events, people and change in the past Historical Interpretations (sources and representations) Historical Enquiry (artefacts and questions)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I understand that the past can be divided into different periods of time. • I can place the time studied on a time line. • I understand that timelines can be divided into BC and AD. • I can understand the impact that people have had in different time periods. • I can describe similarities and differences between people, events and objects. • I can identify some of the different ways in which the past is represented. • I can distinguish between different sources and evaluate their usefulness. • I can use historical terminology. • I can use dates and terms with increasing accuracy. • I can use words and phrases such as: dates, time period, era, years, centuries, BC and AD, civilisation. • I can use evidence to describe past such as: <ul style="list-style-type: none"> ○ Houses and settlements | <p>Block 2 Subject/Conceptual knowledge/skills: Rampaging Romans Chronology Knowledge and understanding of events, people and change in the past Historical Interpretations (sources and representations) Historical Enquiry (artefacts and questions) LEAPS:</p> <ul style="list-style-type: none"> • I understand that the past can be divided into different periods of time. • I can place the time studied on a timeline. • I can place events, artefacts and historical figures on a timeline. • I understand that timelines can be divided into BC and AD. • I can use words and phrases such as century, decade, BC, AD, after, before and during. • I can describe the main events and people related to the period studied. • I can understand the impact that people have had in different time periods. • I can describe the main events and people related to the period studied. • I can use evidence to describe past such as: <ul style="list-style-type: none"> Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses Differences between lives of rich and poor • I can use evidence to identify how some of these may have changed over time. | <p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> |

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| <ul style="list-style-type: none"> ○ Buildings and their uses ○ Differences between lives of rich and poor <ul style="list-style-type: none"> ● I can use evidence to identify how some of these may have changed over time. ● I can distinguish between different sources and evaluate their usefulness. ● I can ask a range of questions about the past and start to make detailed predictions. ● I can use sources of information to answer questions about the past. <p>Vocabulary:</p> <p>chronology, past, present, source, artefact, findings, purpose, audience, information, sources, the internet, pictures, photos, music, artefacts, historic buildings, visits, information, validity, bias, effectiveness, useful, fact, opinion, events, significant, dates, houses, settlements, culture, leisure, clothes, buildings, rich, poor, change, similarities, differences, sources, evidence</p> | <ul style="list-style-type: none"> ● I can distinguish between different sources and evaluate their usefulness. ● I can ask a range of questions about the past and start to make detailed predictions. ● I can use sources of information to answer questions about the past. <p>Vocabulary:</p> <p>chronology, past, present, source, artefact, findings, purpose, audience, information, sources, the internet, pictures, photos, music, artefacts, historic buildings, visits, information, validity, bias, effectiveness, useful, fact, opinion, events, significant, dates, houses, settlements, culture, leisure, clothes, buildings, rich, poor, change, similarities, differences, sources, evidence</p> | |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> |

Geography – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 3 Subject/Conceptual knowledge/skills: European Rivers Locational knowledge Geographical skills and fieldwork Human and physical geography</p> <p>LEAPS: I can name and locate some countries in Europe and their capital cities. I can name and locate the geographical regions and major cities of the United Kingdom. I can begin to describe and understand key aspects of physical geography including the water cycle and rivers. Use maps, atlases and globes to locate countries and start to describe features.</p> <p>Vocabulary: human features, physical features, topographical features, hills, mountains, coasts, rivers, valleys, lakes, cities, roads etc county, city, capital city, region, United Kingdom country, Europe, major city, capital city, continent physical geography, rivers, hills, weather, temperature, farming, coast Basic - evaporation, condensation, precipitation, runoff, sea, sun, cloud, wind, rivers, streams, runoff, water vapour Deeper knowledge - transpiration, infiltration River, channel, valley, water, stream downstream, upstream, mouth, waterfall, source, bank, meander, upper course, middle course, lower course, course</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Out and About Locational knowledge</p> | <p>Block 5 Subject/Conceptual knowledge/skills:</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> |

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| <p>Place knowledge Human and physical geography Geographical skills and fieldwork Human and physical geography</p> <p>LEAPS: I can identify their human and physical characteristics and key topographical features. I can identify the similarities and differences in human and physical geography of a region of the United Kingdom and a region in a European country. I can use geographical vocabulary to refer to key human and physical features. Use maps, atlases and globes to locate countries and start to describe features. I can use fieldwork to observe, measure and record the human and physical features in a local area (pictograms, tallies, tables, bar charts). I can start to use the eight points of a compass. I can start to use four-figure grid references, symbols and keys.</p> <p>Vocabulary: human features, physical features, topographical features, hills, mountains, coasts, rivers, valleys, lakes, cities, roads etc physical geography, hills, weather, temperature, farming, coast, human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism</p> | <p>LEAPS:</p> <p>Vocabulary:</p> | <p>LEAPS:</p> <p>Vocabulary:</p> |
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Computing – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills: iSafe</p> <p>LEAPS: I can recognise the risks of sharing publicly online and what to do when something does not feel safe. I can understand consent and when it is appropriate to share something online. I can understand some of the ways we can protect ourselves online against manipulation. I can understand the misconceptions that the internet sometimes conveys (lifestyle, self-esteem etc). I can understand the need for strong passwords. I can identify forms of advertising online.</p> <p>Vocabulary: Online Privacy Passwords, Network, world wide web, email, communicate, connected, home, router, data, images, text, video,</p> | <p>Block 2 Subject/Conceptual knowledge/skills: iProgram</p> <p>LEAPS: I know that a program is a sequence of statements written in a programming language (scratch). I can program an animation that executes a sequence of statements. I know that computer programs containing graphics use x y coordinates and turns are measured in degrees. I can program a sequence of instructions that create visuals effects. I know that algorithms and programs can involve repetition. I can predict the outcome of a simple algorithm. I can use the repeat function to draw 2D shape. I can import and combine images to create personal animations.</p> <p>Vocabulary: Program, Sequence, Graphics, X and y co-ordinates, Degrees, Sequence of instructions, Visual effects, Algorithms, Animations, Robot, Repetition</p> | <p>Block 3 Subject/Conceptual knowledge/skills: iSimulate</p> <p>LEAPS: I can explore the effect of changing variables in a simulation using them to make and test predictions. I know that computer simulations can represent real or imaginary situations. I understand that simulations can help people try and understand things. I can design and produce a computer simulation or adventure game.</p> <p>Vocabulary: Simulation, Imagery, Computer, Adventure game, Debugging</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: iData</p> <p>LEAPS: I know how information in a database is organised.</p> | <p>Block 5 Subject/Conceptual knowledge/skills: iConnect</p> <p>LEAPS: I know that the internet is many computers that are connected.</p> | <p>Block 6 Subject/Conceptual knowledge/skills: iAlgorithm</p> <p>LEAPS: I know the best method of sorting a group of unknown weights into order.</p> |

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| <p>I can identify the advantages of a computer database over a paper one. To find and enter information to create additional records in the database.</p> <p>Vocabulary: Data, database, information, record, fields.</p> | <p>I know what services the internet provides. I can move around the internet using basic navigation skills including hyperlinks. I know the main features of web browsers. I know how to use and find information on a search engine. I know that not all information on the web is reliable. I know that copyright is an author's right of ownership and it is illegal to steal other people's material.</p> <p>Vocabulary: Internet, computer, connect, internet providers, hyperlinks, web browser, search engine, copyright.</p> | <p>To understand that information is easier to find in a sorted order. I know that splitting problems up and solving parts at the same time can speed up finding a solution. I know that algorithms are a set of instructions that complete a task. I know that computers work by following a set of instructions – called a program.</p> <p>Vocabulary: Method, order, information, splitting problems, algorithms, program.</p> |
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French – Year 3

| French – Year 3 | | |
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| <p>Block 1 Subject/Conceptual knowledge/skills: Core Vocabulary and Phonics</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Bonjour, salut, au revoir, a bien tot, a demain, Je m'appelle..... Comment t'appelles tu? J'ai..... J'ai ans Ça va? Ça va bien Ça va mal Comme ci, comme ça</p> | <p>Block 2 Subject/Conceptual knowledge/skills: I'm Learning French</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Bonjour, Au revoir, Merci, Bonjour,, salut, au revoir, a bien tot, a demain, Je m'appelle....., Comment t'appelles tu? J'ai....., J'ai ans, Ça va?, Ça va bien, Ça va mal, Comme ci, comme ça</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Animals</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). <p>Reading</p> <ul style="list-style-type: none"> I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. I am able to read aloud familiar words or short phrases in chorus. <p>Grammar</p> <ul style="list-style-type: none"> I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French. <p>Vocabulary:</p> |

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| <p>Oui Non</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix, Onze, Douze, Treize, Quatorze, Quinze, Seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron.</p> | | <p>Le/un chat, le/un chien, le/un lapin, le/un cheval, le/un singe, le/un mouton, le/un cochon, le/un poisson, le/un canard, le/un éléphant, le/un oiseau, le/un lion, la/une souris, la/une vache, la/une chèvre, la/une poule, la/une giraffe, la/une grenouille, la/une tortue.</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Little Red Riding Hood</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). | <p>Block 5 Subject/Conceptual knowledge/skills: Fruit</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). | <p>Block 6 Subject/Conceptual knowledge/skills: Can....</p> <p>LEAPS: Speaking</p> <ul style="list-style-type: none"> I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). I can speak aloud familiar words or short phrases in chorus. I am able to use the correct pronunciation when speaking. I am starting to see links between pronunciation and spelling. <p>Listening</p> <ul style="list-style-type: none"> I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). I understand the sounds of individual letters and groups of letters (phonics). Reading |

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| <p>Reading</p> <ul style="list-style-type: none"> • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Vocabulary: Le grand-mère, le loup, le bûcheron, Petit Chaperin, Rouge, La forêt, les parents, des gateaux, la maison, le corps, la tête, la bouche, le nez, les oreilles, les yeux, l'œil, les pieds, les genoux, les épaules, les bras</p> | <p>Reading</p> <ul style="list-style-type: none"> • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Grammar</p> <ul style="list-style-type: none"> • I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French <p>Vocabulary: Les fruits, Le/un ananas, Le/un citron, Le/un avocat, Le/un kiwi, Le/un abricot, La/une pomme, La/une fraise, La/une orange, La/une poire, La/une banana, La/une mandarine, La/une framboise, La/une mangue, La/une prune, La/une cerise, La/une pêche, J'aime..., Je n'aime pas..., Est-ce que tu aimes....? , Oui, Non</p> | <ul style="list-style-type: none"> • I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • I am able to read aloud familiar words or short phrases in chorus. <p>Writing</p> <ul style="list-style-type: none"> • I can write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). <p>Vocabulary: Je peux..., Je sais..., Écouter, Écrire, penser, manger, boire, danser, chanter, regarder, lire, sauter, marcher, courir, dormir, tomber, jouer, cuisine, parler</p> |
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Music – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills: Composing</p> <p>LEAPS: I can use music ICT to create a simple musical structure to accompany a story. I can use music ICT to manipulate pitch, duration, dynamics and timbre to accompany a story. I can make my own picture score to represent and later recreate a composition. I can make a song or chant over a repeated pattern using instruments or body percussion. I can use drums or clapping to improvise a 4-8 beat solo (over a backing track).</p> <p>Vocabulary: Pitch – How high or low a sound is Dynamics – How loud or soft a sound is Duration – How long something lasts Timbre – The different layers to a piece of music</p> | <p>Block 2 Subject/Conceptual knowledge/skills: Singing (Christmas Concert)</p> <p>LEAPS: I can sing songs (sometimes from memory) from different times and places with confidence. I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave). I can understand and articulate why posture, breathing and diction are important. I can sing a round in two parts.</p> <p>Vocabulary: Rhythm - a sequence of sounds and silences of different durations. Pitch – How high or low a sound is</p> | <p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Listening and notation Percussion instruments</p> <p>LEAPS: I can control pitch accurately within an octave. I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave). I can sing with awareness of the character and style of a song. I can understand and articulate why posture, breathing and diction are important.</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Hall of the Mountain King – Edvard Grieg Listening and notation Percussion instruments</p> <p>LEAPS: I can play an instrument in a class group. I can play running, walk, stride and sleep rhythms against a steady pulse at different tempi. I can play melodies and/or rhythmic patterns in time with a beat.</p> |

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| | <p>I can sing a round in two parts. I can sing songs (sometimes from memory) from different times and places with confidence.</p> <p>Vocabulary: Octave – 8 notes Phrase – part of a song Rhythm – The pattern of beats Beat – The pulse or steady timing of the music</p> | <p>I can count bars' rests to know when to come in. I can demonstrate control of simple instrumental techniques. I can control playing at different dynamic levels (very quiet to very loud). I can listen carefully and copy back phrases which use two different pitches and/or rhythms. I can show through movement that I can hear the difference between music with 2 beats in a bar and 3 beats in a bar and show where the strong first beat comes. I can represent and identify changes in pitch, dynamics and duration using pictorial/graphic notation. I can memorise musical ideas (a chorus/melody) and identify when/how many times they occur in a piece of recorded music. I can explain and show awareness of pitch, duration, rests, beats in a bar and dynamics, relating these to specific examples when singing, playing, creating and listening to music. I can recognise common instruments in recorded music.</p> <p>Vocabulary: Rests – breaks in music Bar – sections of a piece of music Notation – representation of music Melody – main line of</p> |
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Art – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 3 Subject/Conceptual knowledge/skills: Generating Ideas, Making, knowledge and understanding, evaluating Thomas Cole- sketching</p> <p>LEAPS:</p> <ul style="list-style-type: none">• I can gather and review information, references and resources related to my ideas and intentions.• I can experiment with a range of pencils in order to create my own work - leaf sketches.• I can express what I like and dislike about my work.• I can recognise the work of some artists. <p>Vocabulary: references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, sketch, shape, form, shading, blending, express, like, dislike, improve, emotional response</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills: Generating Ideas, Making, evaluating Leonid AlfreMOV- painting</p> <p>LEAPS:</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Generating Ideas, making, evaluating Housaki (printing)</p> <p>LEAPS</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> |

- I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- I can use a range of techniques to explore primary and secondary colours
- I can express what I like and dislike about my work.
- I can identify how my work could be improved.

Vocabulary:

references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, technique, primary colour, secondary colour, sketch, shape, form, shading, blending, express, like, dislike, improve, emotional response

- I can gather and review information, references and resources related to my ideas and intentions.
- I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- I can explain how to use some of the tools and techniques I have chosen to work with.
- I can recognise the work of some artists.
- I can identify how my work could be improved.
- I can shape, form, model and construct using malleable and rigid materials.
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Vocabulary:

The Great Wave of Hokusai
 materials, spreading, dotting, splashing, pattern, , sketchbook, purpose, record, observe, plan, Technique, primary colour, secondary colour,

Vocabulary:

D.T. – Year 3

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| <p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>Mechanisms (link to forces and magnets)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can use a range of tools, materials, components and equipment. • I can measure, mark out, cut and shape materials and components with some accuracy. • I can start to join and combine materials and components with some accuracy. • I can use a design criterion as I design and make. • I can start to evaluate my product against original design criteria. • I can identify the strengths and areas of development in my products <p>Vocabulary: Material Tools Component Function Textiles Combine Accuracy Design Reuse</p> | <p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p> |
| <p>Block 4 Subject/Conceptual knowledge/skills:</p> | <p>Block 5 Subject/Conceptual knowledge/skills:</p> | <p>Block 6 Subject/Conceptual knowledge/skills:</p> |

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| <p>STEM Week - Structures - tree house</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can consider a product's purpose and the user/s with growing confidence. • I can consider the views of others, including intended users. • I can identify a purpose and establish criteria for a successful product. • I can use a range of tools, materials, components and equipment. • I can measure, mark out, cut and shape materials and components with some accuracy. • I can start to join and combine materials and components with some accuracy. • I can use a design criteria as I design and make. • I can start to evaluate my product against original design criteria. • I can identify the strengths and areas of development in my products <p>Vocabulary:</p> <p>Product Purpose User Criteria Prototype Model Material Tools Component Function Textiles Combine</p> | <p>LEAPS:</p> <p>Vocabulary:</p> | <p>Cook and Nutrition (food preparation for making smoothies)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can demonstrate techniques safely and hygienically. • I understand that some food is grown (vegetables, grains, grain and crops). • I understand that some food is reared (pigs, chickens). • I understand that some food is caught (fish) in the UK, Europe and the wider world. • I am starting to understand that a healthy diet is made up from a variety and balance of different food and drink (The Eat Well Plate). • I am starting to understand that to be active and healthy, food and drink are needed to provide energy for the body. • I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult). • I am beginning to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. <p>Vocabulary:</p> <p>Energy Hygienically Savoury Peeling Chopping Slicing Grating Mixing Spreading</p> |
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| Accuracy | | Kneading Baking |
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P.E. - Year 3

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| Healthy Lifestyles: | <ul style="list-style-type: none"> • I can describe the effect exercise has on the body • I can explain the importance of exercise and a healthy lifestyle, giving examples. • I understand the need to warm up and cool down. • I understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle |
| Evaluation: | <ul style="list-style-type: none"> • I can watch and describe performances accurately using correct vocabulary (PE). • I can begin to think about how I can improve and adapt my own work. • I can work with a partner or small group to improve skills. • I can make comparisons between my work and others, commenting on similarities and differences. • I can discuss tactics, strategies and compositional ideas to achieve set objectives and improve performance |

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| <p>Block 1 Subject/Conceptual knowledge/skills: OAA (Orienteering), Games, Evaluation</p> <p>LEAPS: OAA:</p> <ul style="list-style-type: none"> • I can listen to and follow instructions from a partner/ adult. • I can interpret a simple map, showing basic awareness of symbols. | <p>Block 2 Subject/Conceptual knowledge/skills: Gymnastics and Netball</p> <p>LEAPS: Gymnastics:</p> <ul style="list-style-type: none"> • I can copy, explore and remembers a variety of movements and use these to | <p>Block 3 Subject/Conceptual knowledge/skills: Games - Quicksticks Hockey and Basketball</p> <p>LEAPS: Quicksticks Hockey:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond. |
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- I can begin to think about how I will approach activities and problem solve.
- I am beginning to understand how spatial awareness on a map transfers to reality
- I am beginning to understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify basic orienteering symbols and colours using a map key
- I can discuss and work with different partners and groups.
- I can demonstrate an understanding of how to stay safe.

create sequences independently and with others.

- I can perform a range of jumps e.g straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight
- I can use a range of jumps in sequences.
- I am beginning to use equipment to vault
- I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll
- I am beginning to show flexibility in movements (performing a range of stretches including splits)
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level.
- I can practise and refine movements showing strong body control, extension and tension.
- I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control.
- I can create interesting body shapes while holding balances with control and confidence (handstand, lunge into handstand, perform cartwheel)
- I am beginning to notice similarities and differences between sequences.
- I am beginning to develop good technique when travelling, balancing, using equipment etc

- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Tag Rugby:

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.

Basketball:

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.

- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Invasion game: Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced games focus on teamwork, keeping possession, scoring and defending.

Fielding: attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining advantage.

Attacking: the movement of the team in possession of the ball

Defending: Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.

Tactic - The particular method used or selected to achieve something

Technique - A technique is the way of performing a skill.

Players select different techniques for performing skills on the basis of:

Cooperative physical activities -Cooperation is a behaviour demonstrated by individuals working together toward shared goals

- I can move with coordination, control and care. Use turns whilst travelling in a variety of ways.

Netball:

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Gymnastics:

- I can make imaginative pathways using equipment.
- I can identify what works well in a group to develop various games.
- I am beginning to understand how to compete with others in a controlled manner.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, goal, shooting, chest pass, bounce pass, shoulder pass, intercept, technique, tactic

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| <p>Core movement - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>OAA: Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination</p> | <p>Extension: limbs are stretched out showing control.</p> <p>Tension: Muscles are tightened to control limbs and body.</p> <p>Front Support: similar position to a plank. Arms shoulder width apart and stretched out. Legs stretched out and balancing on toes.</p> <p>Shoulder Stand: lying back on shoulders with legs stretched into the air pointed and together.</p> <p>Tuck Jump: jump into air, tuck knees into chest and extend again before landing with knees bent.</p> <p>Star Jump: jump into air, stretch arms and legs out before bring them back towards body for landing with knees bent.</p> <p>Left Split: left leg in front, right leg behind.</p> <p>Right Split: right leg in front and left leg behind.</p> <p>Box Split: body facing forwards with legs out to side.</p> <p>Netball: Defending, Attacking, footwork, dodging, goal, defence, attack, blocking , goal, shooting, chest pass, bounce pass, shoulder pass, intercept</p> | |
| <p>Block 4 Subject/Conceptual knowledge/skills: Dance and Handball (games)</p> <p>LEAPS:</p> | <p>Block 5 Subject/Conceptual knowledge/skills: Gymnastics and OAA</p> <p>LEAPS:</p> | <p>Block 6 Subject/Conceptual knowledge/skills: Athletics and Swimming</p> <p>LEAPS:</p> |

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| <p>Dance:</p> <ul style="list-style-type: none"> • I can begin to improvise independently to create a simple dance. • I can change level and speed within a routine. • I can begin to improvise with a partner to create a simple dance. • I can translate ideas from stimuli into movement with support. • I can begin to compare and adapt movements and motifs to create a larger sequence. • I can use simple dance vocabulary to compare and improve work | <p>Gymnastics:</p> <ul style="list-style-type: none"> • I can copy, explore and remember a variety of movements and use these to create sequences independently and with others. • I can perform a range of jumps e.g straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight • I can use a range of jumps in sequences. • I am beginning to use equipment to vault • I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll • I am beginning to show flexibility in movements (performing a range of stretches including splits) • I can link combinations of actions with increasing confidence, including changes of direction, speed or level. • I can practise and refine movements showing strong body control, extension and tension. • I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control. • I can create interesting body shapes while holding balances with control and confidence (handstand, lunge into handstand, perform cartwheel) • I am beginning to notice similarities and differences between sequences. | <p>Athletics:</p> <ul style="list-style-type: none"> • I can begin to run at speeds appropriate for the distance. • e.g. <i>sprinting and cross country</i> • I can perform a running jump with some accuracy • I can use one and two feet to take off and to land with. • I can develop an effective take-off for the standing long jump. • I can develop an effective flight phase for the standing long jump. • I can land safely and with control • I can perform a variety of throws using a selection of equipment. • I can throw with greater control and accuracy. • I can show increasing control in their overarm throw. • I can perform a push throw. • I can continue to develop techniques to throw for increased distance • I can use equipment safely and with good control. • I am beginning to understand how to prepare for shot put and javelin |
| <p>Handball:</p> <ul style="list-style-type: none"> • I understand game tactics and can vary how I should respond. • I can vary skills, actions and ideas and link these in ways that suit the games activity. • I can begin to communicate with others and take part in invasion games. • I can use skills with co-ordination and control. • I can develop rules for new games. • I can identify what works well in a group to develop various games. • I am beginning to understand how to compete with others in a controlled manner. | | <p>Swimming</p> <ul style="list-style-type: none"> • I know how to keep myself safe in and around water. • I can perform a safe, self-rescue in different water based situations. |

- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Vocabulary:

Dance:

cannon, pitch, symmetry, synchronise, stimuli

Handball:

Agility - The ability to make the body change direction in an efficient and effective manner.

Co-ordination -The ability to control the movement of the body in co-operation with the body's sensory functions,

Speed: To move limbs fast to travel at speed.

Control - To exercise restraint or direction

Movement: should start to show extension and tension of the limbs.

Extension: stretching the limbs as long as possible. For example pointing the feet and stretching fingers out to a point.

- I am beginning to develop good technique when travelling, balancing, using equipment etc
- I can move with coordination, control and care. Use turns whilst travelling in a variety of ways.

OAA:

- I can listen to and follow instructions from a partner/ adult.
- I can interpret a simple map, showing basic awareness of symbols.
- I can begin to think about how I will approach activities and problem solve.
- I am beginning to understand how spatial awareness on a map transfers to reality
- I am beginning to understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify basic orienteering symbols and colours using a map key
- I can discuss and work with different partners and groups.
- I can demonstrate an understanding of how to stay safe.

Vocabulary

Gymnastics

straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight , stretch, control, tension, balance

- I can confidently swim at least 25 metres (must show confidence over the whole distance).
- I can use a range of stroke effectively showing good timing and co-ordination. (front crawl, backstroke and breaststroke)

Vocabulary:

Sprint: encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.

Hurdles: encourage children to use a leading leg to help develop technique of the hurdles.

Shot up: starting position: holding the back of the ball with one hand. Place in cavity between neck and ear.

The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.

Overarm throw: Ball is propelled into the air by the arm going over the shoulder. It is used to get height.

Standing Long Jump: both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.

Swimming:

front crawl, backstroke and breaststroke

OAA:

Orienteering, control, marker, symbols, keys,
interpret, direction, position, agility, balance, co-
ordination