Rural Church Schools Academy Trust

Year 3 Curriculum

LET YOUR LIGHT SHINE
Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine'** Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world*.

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – k*nowing the way, showing the way and going the way*.

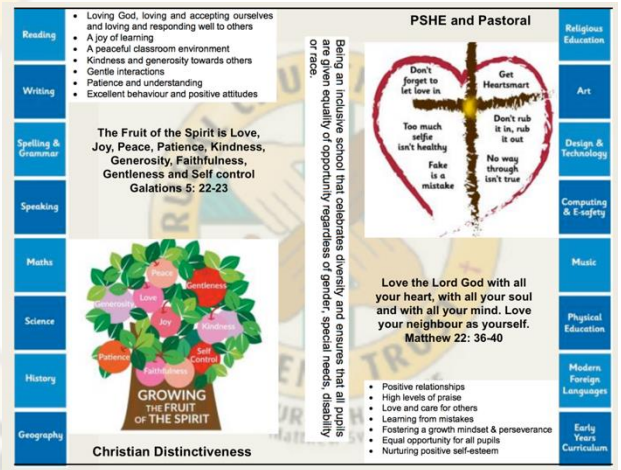
WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to 'Let their Light Shine.'
Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.



As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.
Our key drivers are:
Inspirational and connected curriculum which instils a love of learning
Curiosity and appreciation of God's world through our Christian Values
A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.
Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

Implementation:
Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.
Our connected curriculum stems from key questions linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.
Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events
Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.
We also feel that the following are necessary to support the implementation of our connected curriculum;
Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.
Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.
Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our

curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.

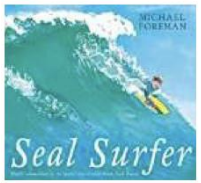
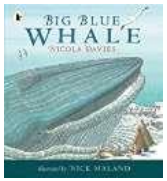
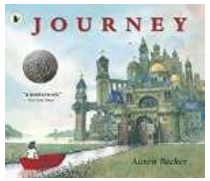
Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.

Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplifiedby the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus'* which is central to the school's vision and curriculum The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

Pathways to Write **Year 3**						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	**Seal Surfer by Michael Foreman** Dancing Bear by Michael Morpurgo	**Winter's Child by Angela McAllister** Ice Palace by Robert Swindells	**Stone Age Boy by Satoshi Kitamura** The Iron Man by Ted Hughes	**Big Blue Whale by Nicola Davies** This morning I met a whale by Michael Morurgo	**Journey by Aaron Becker** Tilly Mint Tales by Berlie Doherty	**Zeraffa Giraffa by Dianne Hofmeyr** White giraffe by Lauren St John
Writing outcome	**Outcome** Recount: letter in role **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Fiction: fantasy story based on a fable **Greater Depth** Narrative from a different point of view	**Outcome Fiction:** write a story set in the Stone Age **Greater Depth**: Write from the POV of a person from the Stone Age	**Outcome** Persuasion: leaflet persuading for the protection of the blue whale **Greater Depth** Include a fact file about endangered sea creatures	**Outcome** Fiction: adventure story based on Journey using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another	**Outcome** Persuasion: tourism leaflet for Paris/Egypt **Greater Depth** Include a section of a researched Paris landmark
Topic headings	**One little drop**		**Nature – What's below the surface?**			
Courageous advocate	Save our seas – letters to MPs, water pollution, river trust		Conservation: Animals Sir David Attenburgh Hamza Yassim – studied zoology with conversation		Isabella Bird	
SCIENCE						
Science End Points	Plants: identify and describe the functions of different parts of flowering plant and explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		Rocks and Fossils: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.	Animals including humans: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces and magnets: Compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Light: recognise that they need light to see things and that dark is the absence of Light. Notice that light is reflected from surfaces and recognise that light from the sun can be dangerous. Recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change
Curriculum Objectives	Plants Identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water,		Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed	Animals including humans Identify that animals need the right types and amount of nutrition and that they can't make their own food. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday	Light Recognise that they need light in order to see things and darkness is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous

	nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate how water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	and that there are ways to protect their eyes. Recognise that shadows are formed when light from a light source is blocked by a solid object. Find patterns in the way the size of shadows changes.
Working Scientifically	Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or support their findings     					
HISTORY						
History End Points	Describe the achievements of the Ancient Egyptians.	Ancient Egypt – focus on the River Nile and how/why it is important in supporting life. Compare life on the Nile with the river of a colder country	To develop a knowledge of how Britain changed between the Bronze, Stone and Iron Ages.			To understand the significance and history of the Shropshire Union Canal to Bunbury. It's significance on life, trade and local society over time.
Curriculum objectives	The achievements of the earliest civilization – an overview where and when the first civilization appeared in a depth study of one of the following: -Ancient Sumer - Indus Valley -Ancient Egypt -Ancient China In depth study of Ancient Egypt – the achievements of the earliest civilizations Compare some of the times studied with those of other areas of interest around the world.	The achievements of the earliest civilization – an overview where and when the first civilization appeared in a depth study of one of the following: -Ancient Sumer - Indus Valley -Ancient Egypt -Ancient China In depth study of Ancient Egypt – the achievements of the earliest civilizations Compare some of the times studied with those of other areas of interest around the world.	Changes in Britain Stone Age, Bronze Age and Iron Age • A coherent narrative knowledge and understanding of Britain's past and the wider world • Use evidence to ask questions and find answers to questions about the past. • To understand that the past is divided into differently names periods of time and use some dates to explain British, local, world history. • Place events, people and changes of British, local & world using appropriate dates/chronological conventions e.g. BC, BCE &AD. • Place events, artefacts and historical figures on a time line using dates and the concept of change over time			Local History • Understand the history of the Shropshire Union canal and the impact this has on local life • Tell the past is different from today and explore how Bunbury has changed over time Use artefacts, pictures, stories, online sources and databases to find out about the past
History enquiry skills	Use original sources from the local area to ask and answer questions; • Ask questions about the past, begin to think about open and closed questioning; • Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology; • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ; • Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different; • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history; • Understand the concept of change over time, and why things change.					
GEOGRAPHY						
Geography End Points	To understand the features of the water cycle, including precipitation, evaporation and condensation and describing the journey of the River Nile using maps, atlases and digital resources to support this	To develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork.		To develop knowledge of the world's seven continents focusing on their surrounding seas and oceans to determine the impact life today is having on the species living in those habitats.		To further develop an understanding of the continents and oceans of the world, naming countries of the world and comparing physical and human features to the UK
Curriculum objectives	Human and Physical Geography • Describe and understand key aspects of rivers, the water cycle, mountains and hills • Describe and understand key aspects of rivers, mountains and hills. • Types of landforms surrounding River Niole • Water cycle – When Winter ends and spring arrives.	Locational Knowledge • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics		Place Knowledge • Equator - North pole south pole – linked to book • Name and locate the world's seven continents through whale migration • North and South Pole – linked to book. • Name and locate the world's continents and oceans. • Name and locate some countries of the world, in and out of Europe.		Locational Knowledge • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

Geography enquiry skills	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world					
DESIGN and TECNOLOGY						
D&T End Points		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **Shell Structures** **Possible ideas Snow scene in a box - cutting, shaping, joining, finishing**		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **2-D shape to 3-D product** **Possible ideas Sew a felt whale to sell to raise money for WWF?**		Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **Cutting and joining :Possible ideas – vehicle mini challenge**
Curriculum objectives		Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project		Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.		Designing • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. Evaluating • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.
ART						

Art End Points	Artist study Hokusai - The Great Wave off Kanagawa. Painting, water colour mixing. I can work to produce a piece of artwork on the style of Hokusai.	Develop skills in using clay to join pieces together – eg. Slabs, coils	Cave Painting/Charcoal/Surfaces Using charcoal and tools that stone age people would have utilized, I can recreate cave paintings on a range of surfaces. Fossil prints	Art of Henri Matisse 'cut outs' I can work with a partner to produce a piece of art in the style of Henri Matisse.	Escher/ buildings, continuous drawing I can develop a continuous line drawing based on the art of Escher. I can research and find out facts about the artists studies, how they work and materials they use. Use simple graphics package with increased confidence.	Steven Brown – Giraffe Drawings I can contribute towards a whole class mural using a range of art resources
Curriculum objectives	*Work at different scales. *Create different effects and textures with paint according to the task including blocking in colours. **Colour** *Mix secondary colours and explain which primary colours make these. *Mix and use tints	* Manipulate malleable material in a variety of ways including squeezing, pulling, pinching, smoothing out and creating hollows. * Develop skills in using clay to join pieces together i.e. slabs, coils, slips. *Plan, design and make models from observation or imagination. * Glaze clay products in one colour.	* Experiment with a wider variety of media: pencils, pastels, chalk and ballpoints. *Control the types of marks made with a range of media. **Lines and Marks** *Draw on different surfaces with a range of media. **Shape** *Closely observe and draw shapes. *Draw shapes in between objects. **Tone** *Investigate tone by drawing light and dark lines, shapes and patterns.	*Select and record ideas from observation, experience and imagination. *Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art. *Select ideas from art work studied to use in their own work. *Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work. *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop their work further. *Annotate work in sketchbooks.	*Annotate work in sketchbooks. *Use sketchbooks to collect and record visual information from different sources. *Experiment with ways in which surface detail can be added to a drawing. *Build up stamina when drawing. **Lines and Marks** *Make marks and lines with a wide range of drawing implements including pencil, pen and charcoal. *Experiment with different grades of pencil to create lines and marks **Form and Shape** *Begin to show an awareness of objects having a third dimension. **Tone** *Experiment with different grades of pencil to achieve variations in tone. **Texture** *Apply the simple use of pattern in a drawing *Use a simple graphics package with increased confidence to create images and effects. * Create different effects with different technological tools, demonstrating control: draw shapes and lines; order and group objects; combine texts and images; use the action button; organise layout. .	*Work at different scales. *Create different effects and textures with paint according to the task including blocking in colours. **Colour** *Mix secondary colours and explain which primary colours make these. *Mix and use tints *Create printing blocks using an impressed method. *Create more detailed repeating patterns. *Create prints with two colour overlays.
*Select and record ideas from observation, experience and imagination. *Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art. *Select ideas from art work studied to use in their own work. *Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work. *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. *Adapt their work according to their views and describe how they might develop their work further. *Annotate work in sketchbooks.						
MUSIC						
Music End Points (Singup)	Nao Chariya de/ Mingulay Boat Song: Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.	Sound symmetry: Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.	March from The Nutcracker: Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	From a railway carriage: Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.	Just three notes: Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.	Samba with Sergio: Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.
Curriculum objectives	• Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place.	• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry.	• Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner.	• Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	• Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E	• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).
COMPUTING						
Computing End points Purple Mash	Unit 3.1 Coding Unit 3.2 Online Safety	Unit 3.3 Spreadsheets Unit 3.4 Touch Typing	Recap Unit 3.2 Online Safety Unit 3.5 Email (including email safety)	Unit 3.6 Branching Database	Recap Unit 3.2 Online Safety Unit 3.7 Simulations Unit 3.8 Graphing	Unit 3.9 Presenting

Curriculum objectives	To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices.	To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references. To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand.	To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.	To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice.	To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation. To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.	To understand the uses of PowerPoint. To create a page in a presentation. To add media to a presentation. To add animations to a presentation. To add timings to a presentation. To use the skills learnt to design and create an engaging presentation
PE						
PE End points	Invasion: Netball Gymnastics: Symmetry and Asymmetry	Invasion: Handball OAA: Communication	Invasion: Basketball Dance: Wild Animals	Invasion: Tag Rugby Dance: Weather	Net/wall tennis OAA: Problem Solving	Striking and Fielding: Rounders Athletics
Curriculum objectives	Netball • Introduce passing, receiving and creating space • Develop/combine passing and moving • Combine/develop passing and shooting Symmetry and Asymmetry • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion	Handball • Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting Tactics and Communication • Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team	Basketball • Introduce dribbling; • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting Wild Animals • Responding to stimuli • Developing character dance into a motif • Develop sequences with a partner in character that show relationships • Extending sequences with a partner in character	Tag Rugby • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing/moving to create attacking opportunities Weather • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner	Tennis • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand	Rounders • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game Athletics • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump
MFL						
MFL endpoints	French Getting to know you – - say hello and goodbye; - introduce themselves; - say if they are feeling good/bad/so-so; - count to 10;	French All About Me - give and respond to simple classroom instructions appropriately;	French Food Glorious Food - follow a story and join in the repeated parts; - say what foods from a set they like/dislike;	French Family and Friends - identify and introduce some of their relations; - name some common pets;	French Our School - listen and respond to topic vocabulary; - demonstrate understanding with actions; - write sentences converting le/la to un/une;	French Time - say and order the days of the week; - say and order the months of the year; - count on from 11-31; - say their own birthday.

	- say how old they are.	- name parts of the body from a song; - identify colours; - name items of clothing; -	- describe the colour or size of an object; - ask politely for something	- recognise some rooms in their home;		
Curriculum objectives	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others • Appreciate stories, songs, poems and rhymes in the language • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Read carefully and show understanding of words, phrases and simple writing • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; 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