Ingrave Johnstone C of E Primary School Year Group Curriculum Overview

Year Group: 3			
Subject	**Autumn term**	**Spring Term**	**Summer Term**
English	Overview of knowledge Autumn 1 Stone Age Fables Folk Tales	Overview of knowledge Spring 1 Romans Discussion Creative writing	Overview of knowledge Summer 1 Our School – Victorians and Local History Persuasion – Letters
	Overview of knowledge Autumn 2 Stone Age Novel as a theme Poems on a theme	Overview of knowledge Spring 2 Italy Classic poetry	Overview of knowledge Summer 2 Our School – Victorians and Local History Locality study- Our local area Mystery Poems with a structure
Maths ***(Unit titles correspond to relevant White Rose planning documents)***	Autumn 1 Number: Place Value (100s, 10s and 1s, no line to 1000, compare and order) Number: Addition and Subtraction (range of strategies)	Spring 1 Number: Multiplication and Division (x 2 digit by 1 digit, divide 2 digit by 1 digit) Measurement: Money (£ and p, +/- money, change)	Summer 1 Number: Fractions (equivalent, compare, order) Measurement: Time (to nearest minute, am/pm, durations)

+ We can do everything together, loving and learning through God +

		Statistics (pictograms, bar charts, tables)	
	Autumn 2 Number: Addition and Subtraction (ctd) Number: Multiplication and Division (equal groups, x and ÷ by 3, 4 and 8) Consolidation	Spring 2 Measurement: Length and Perimeter (equivalent lengths in cm/m, +/- lengths, measure perimeter) Number: Fractions (unit and non-unit, whole, tenths, number line) Consolidation	Summer 2 Geometry: Properties of Shapes (right angles, parallel, perpendicular, draw shapes) Measurement: Mass and Capacity (measure and compare, add and subtract) Consolidation
Science Ongoing skills: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Overview of knowledge Autumn 1 Rocks (Earth Rocks: Rising stars) Knowledge: Know how fossils are formed. Know that things that have lived are trapped within rock and this creates fossils. Recognise that soils are made from rocks and organic matter. Autumn 2 Over view of Knowledge: Light (Mirror Mirror: Rising stars) Know that dark is the absence of light. Recognise that shadows are formed when the light from a light	Overview of knowledge Spring 1 Animals inc Humans (Food and Our Bodies: Rising stars) Knowledge: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement Know the basic parts of the skeletal system Recognise how bones and muscles help us move.	Overview of knowledge Summer 1 Forces and magnets (Opposites Attract: Rising stars) Knowledge: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Recognise that magnets have two poles. Know that some materials are attracted to magnets and others are not. Summer 2 Over view of Knowledge: Plants (How Does Your Garden Grow: Rising stars)

• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	source is blocked by an opaque object. Recognise that they need light in order to see things Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Spring 2 Overview of knowledge Optional Module (We are Astronauts: Rising stars) Know what happened in the 'Space Race' in the 1960s. Recognise which foods are best to take into space and explain why	Know that a plant needs air, light, water, nutrients from soil, and room to grow Know the life cycle of flowering plants Understand how flowering plants form and disperse seeds.
	Overview of skills Autumn 1 Skills: 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 Collect and record data from observations and tests Set up and carry out simple practical activities and fair tests. Use results to draw conclusions Autumn 2 Skills: Find patterns in the way that the size of shadows change. Make shadows Explore changing shadows	Overview of skills Spring 1 Skills: Gather, record and present data in different ways Observe and compare animals with and without skeletons Make systematic and careful observations Spring 2 Observer and draw the moon from real life and secondary sources Make a model rocket and explain how it works Design and build some model rockets and a moon lander.	Overview of skills Summer 1 Skills: Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. 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. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Summer 2 Skills:

	Record observations and make sense of them **Design and carry out a fair test** **Research and gather key facts about how mirrors have been made over the centuries**		**Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.** **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.** **Explore the part that flowers play in the life cycle of flowering plants, pollination, seed formation and seed dispersal.** **Set up simple practical enquiries** **Ask relevant questions and use different types of scientific enquiry to answer them** **Record findings using drawings and labelled diagrams**
RE	**Autumn** **Enquiry 1** *How people express commitment to a religion/worldview in different ways?* ***Hindu or Jewish/Sikh/Christian*** ***Key information we will learn:*** • **The importance of rites of passage in terms of religious identity.**	**Spring** **Enquiry 3** *What is philosophy? How do people make moral decisions?* ***Christian/Humanist*** ***Key information we will learn:*** • **Difference between knowledge, belief and opinion.** • **The complex nature of concepts such as truth, reality,**	**Summer 1** **Enquiry 4** *What do Muslims believe about God?* ***Muslim*** ***Key information we will learn:*** • **The concept of Tawhid.** • **The impact of Tawhid on Muslims.** • **The impact of The Qur'an containing the actual words of God.**

	• **The role of baptism (infant and adult) in shaping religious identity in the Christian community.** • **The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.** • **The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.** **Enquiry 2** ***Theology:*** *What is the* ***Trinity****?* ***Christian*** ***Key information we will learn:*** • **God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).** • **Jesus: As God incarnate, also known as the Son of God.** • **Incarnation: Jesus as one of the three persons of the Trinity.** • **Holy Spirit: God as spiritually active in the world.**	**happiness, identity, hope, justice.** • **The nature of a philosophical question.** • **Awareness of variant perspectives about whether some things can be proven.** • **The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).** • **Utilitarianism or Hedonism as a way of making moral decisions.**	• **How the existence of God is explained in Muslim teachings.** • **How the Muslim view of deity differs from that of other religions.** **Enquiry 5** *What difference does being a Muslim make to daily life?* ***Muslim*** ***Key information we will learn:*** • **Awareness of the diverse nature of Islam locally, nationally and globally.** • **Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.** • **Awareness of the two main Muslims traditions: Sunni and Shia.** • **Awareness of diversity of expression, particularly in relation to the pictorial presentations.**

			• Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.
	Overview of knowledge **A1: We are programmers -programming an animation ('Make an Animation that Talks' tutorial)** **A2: We are bug fixers-finding and correcting bugs in programs ('Make it Fly' tutorial)** **• Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.** **• Use sequence … in programs; work with variables and various forms of input and output.** **• Use logical reasoning to detect and correct errors in algorithms and programs.** **• Select, use and combine a variety of software to design and create content that accomplish-(es) given goals, including … presenting information.** **• Debug programs that accomplish specific goals.** **• Use sequence, selection, and repetition in programs; work**	**Overview of knowledge** **S1: We are presenters-videoing performance** **S2: We are vloggers-making and sharing a short screencast presentation** **• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **• Work with various forms of input and output.** **• Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web and the opportunities.** **• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** **• Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable**	**Overview of knowledge** **S1: We are communicator-communicating safely on the internet** **S2: We are opinion pollsters-collecting and analysing data.** **• Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.** **• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **• Use technology safely, respectfully and responsibly;. recognise acceptable /unacceptable behaviour;** **• Identify a range of ways to report concerns about content and contact.**

	with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	behaviour; identify a range of ways to report concerns about content and contact.	
Computing	Overview of skills • Create an algorithm for an animated scene in the form of a storyboard. • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	Overview of skills • Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. • Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. • Use a search engine to learn about a new topic plan, design and deliver an interesting and engaging presentation. • Search for, and evaluate, online images. • Create their own original images, create a screencast video of a narrate presentation. • Develop their understanding of how the internet, the web and search engines work	Overview of skills • Develop a basic understanding of how email works. • Gain skills in using email and be aware of broader issues surrounding email, including 'netiquette' and online safety. • Work collaboratively with a remote partner experience video conferencing. • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting results.

		and offer for communication and collaboration.	
	Overview of knowledge The Stone Age Stone Age: Palaeolithic to 10,000 BCE, Mesolithic to 4000 BCE, Neolithic to 2300 BC For most of prehistory people who lived in Britain were hunter-gatherers. They used stone tools and implements. During the Ice Ages they hunted woolly mammoth, reindeer and wild horses and, as the climate warmed, new species such as red deer, roe deer, aurochs (wild cattle) and wild pig. The warmer climate also brought more plant life to forage, including fruit, nuts, berries, mushrooms and leafy plants. During the Ice Age people were very mobile. The same people roamed from the south of France to the Peak District. When farming was introduced people still moved around, this time with cows, pigs and sheep in tow. Communities came together regularly to feast, exchange gifts and perhaps marriage partners. Significant places in the landscape	Overview of knowledge Romans . The Roman Emperor Claudius successfully invaded Britain in AD43. The Roman Empire rapidly grew from Italy, spreading through Europe, Africa and Western Asia, In AD60 the Iceni tribe leader, Queen Boudica raised an army and went on a rampage, burning the Roman towns of Colchester, London and St Albans. The Roman army were successful due to their training, organisation and tactics. Romans built their (straight) road network for the efficient movement of their army. Winding roads took longer to navigate and risked encounters with bandits and robbers. Romans established a number of important settlements, many of which still survive, such as London and Colchester. They introduced the idea of a town as a centre of power and administration	Overview of knowledge Our School-Victorians A school managed by the rector existed at Ingrave from at least 1848. A National School was built in 1870. The managers' minute book, begun in 1903, names this school as Ingrave Elementary Non-Provided School. The Reverend Robert Abercrombie Johnstone, rector of West Horndon with Ingrave, who died in 1867, left £1,000 to rebuild, and £2,000 to maintain, the school. The present school, then known as Ingrave Johnstone Foundation School, opened on 28 April 1913 on a site provided by Lord Petre, the former school becoming the church hall. In 1936, children over the age of 11 were transferred to the new Brentwood Senior School, and the present school was re-named Ingrave Johnstone Foundation Junior and Infants' School. A kitchen and dining hall were added in 1948.

	were elaborated with stone or earth monuments, often associated with the dead, such as Stonehenge.		Two new classrooms and a new entrance hall were added in 1961. Further additions in 1969 included another classroom and a new assembly hall. In 1870 a law was passed so that all children had to attend school. The school regime was extremely strict and the school day was very long, sometimes lasting until 5 p.m. Any windows in the classroom tended to be high up, making it impossible for pupils to see out. Teaching was monotonous with little variation: the children would sit in rows, in silence, and watch the teacher write on the blackboard. They would then copy down what the teacher had written. The main subjects that children learned were Reading, Writing and Arithmetic (known as the 3 'R's'). There was a huge emphasis on rote learning (learning off by heart). For example, children had to chant the times tables until they knew them. Boys and girls were segregated for some subjects: girls would study needlework while boys studied woodwork.

			Children used a slate to write on, which could be wiped clean. They might also use a quill pen (like a feather), which was dipped in ink from an ink well on the desk. Classrooms were generally poorly equipped: there might be a map of the world and an abacus.
History	Overview of skills I can place the time studied on a timeline. I can place events, artefacts and historical figures on a time line using dates. I can use dates and terms to describe events. I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I can understand why people may have wanted to do something I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources – compare different versions of the same story I can look at representations of the period – museum, cartoons etc I can use a range of sources to find out about a period	Overview of skills I can place events, artefacts and historical figures on a time line using dates. I describe some of the main events, people and periods I have studied, they describe characteristic features of past societies and periods. I understand the concept of change over time, representing this, along with evidence, on a time line. I can suggest suitable sources of evidence for historical enquiries. I can ask a variety of questions. I can use a growing range of sources to investigate a time period.	Overview of skills I can place the time studied on a timeline. I can place events, artefacts and historical figures on a time line using dates. I can use dates and terms to describe events. I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I can understand why people may have wanted to do something I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources – compare different versions of the same story I can look at representations of the period – museum, cartoons etc I can use a range of sources to find out about a period

	I can observe small details – artefacts, pictures I can select and record information relevant to the study I am beginning to use the library and internet for research		I can observe small details – artefacts, pictures I can select and record information relevant to the study I am beginning to use the library and internet for research
	Overview of knowledge Map work UK Maps and plans use keys, symbols, coordinates and compass points to represent a location. A map can show human features like roads, railways and town and physical features like rivers, coastline and moorland. Maps exist using different scales and in different forms, from globes, to atlases and digital mapping and sat-nav. Online mapping can be used to plan journey in unknown country	Overview of knowledge Europe Comparison Europe is made up of many different countries including the UK, France, Germany, Spain, Romania, Hungary, Iceland, Sweden, Greece etc. Essex is a county in the south east of the UK. Ingrave is a village in Essex. Chelmsford is Essex's city. London is England's capital city. Rome is Italy's capital city etc	Overview of knowledge Locality Study Name coastline physical features e.g., estuary, inlet, rivers, bays, cliffs Name Essex landmarks- Human - Chelmsford Cathedral, Southend Pier, Colchester Castle, QE2 Bridge Name Essex landmarks- Physical – Hanningfield Reservoir, Thames Estuary, Canvey Island, Mersea Island, Name Ingrave landmarks Human – Golf course, reservoir, church , cricket pitch, allotments, cemetery Name Ingrave landmarks Physical – Woods, Ponds, Greens, Country park, Essex's land use has been and still is varied- agriculture, fishing, industry, leisure.
Geography	Overview of skills I can start to understand simple scale maps I can use my own maps and plans – symbols and keys I can use my own maps and plans – symbols and keys	Overview of skills . Europe Comparison I can use atlases to identify the key physical and human features of a location. I can use internet fieldwork to observe and record the human and	Overview of skills I can use my own maps and plans – symbols and keys I can draw basic maps (including basic grid references, symbols and keys)

	I can start to understand simple scale maps I can use my own maps and plans – symbols and keys I can use direction to describe location (North – South – West – East). I can use Letter and Number Coordinates	physical features in the local area using a range of methods including sketch maps I can orientate topographically a map to accurately place physical and human features. I can orientate using a simple grid on+ a map to accurately place physical and human features. I can use a computer to identify the key physical and human features of a location. I can compare similarities and differences between Italy and England	I can use a compass rose to orientate myself on a map
	Overview of knowledge and Skills Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces	Overview of knowledge and Skills Texture (textiles, clay, sand, plaster, stone) Use smaller eyed needles and finer threads – weaving – Tie dying, batik	Overview of knowledge and Skills Printing (found materials, fruit/veg, wood blocks, press print, lino, string) – relief and impressed printing – recording textures/patterns –monoprinting– colour mixing through overlapping colour prints
Art	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) colour mixing – Make colour wheels – Introduce different types of brushes	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Shape, form, model and construct (malleable and rigid materials)	Pattern (paint, pencil, textiles, clay, printing – pattern in the environment – design – using ICT

	– techniques - apply colour using dotting, scratching, splashing	– Plan and develop – understanding of different adhesives and methods of construction – aesthetics	– make patterns on a range of surfaces – symmetry
	Overview of knowledge <u>Mechanical Systems - Levers and linkages</u> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project	Overview of knowledge <u>Textiles - 2-D shape to 3-D product</u> Know how to strengthen, stiffen and reinforce existing fabric. 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.	Overview of knowledge <u>Food - Healthy and varied diet</u> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.
Design	Overview of skills 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.	Overview of skills 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	Overview of skills Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients, utensils and equipment.

	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.**	**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.**	**Select and use appropriate utensils and equipment to prepare and combine ingredients.** **Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.** **Evaluating** **Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.** **Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.**
	Overview of knowledge **Autumn 1** **Multi-skills** **I know that it's important to warm up at the beginning of exercise to prepare my body for being active.** **I know how to move my body in different ways in a controlled and coordinated way.** **I know what hand eye coordination is and I understand how to throw and catch effectively.** **I know that these skills can be transferred to different sports.** **Autumn 2** **Invasion games**	**Overview of knowledge** **Spring 1** **Dance** **I know that dance consists of movement, motifs and repeated sequences.** **I know that a dancer needs to be aware of posture, body shape and position and timing.** **I know that, in dance, movement is expressive and it can convey feeling and meaning.** **I know that there are many different styles of dance all over the world. For example: Bhangra from India.**	**Overview of knowledge** **Summer 1** **Athletic fundamentals** **I understand what the correct technique is for sprinting.** **I know what pacing is and am able to apply it over a set distance.** **I know how to jump and abide by the rules of the jump. For example: take off behind the line.** **I know the difference between a 'push' and 'pull' throw.**

	I know what invasion games means and I can give examples of invasion games. For example: football and netball. I know why there are rules and why it is important to abide by them. I know why it is important to communicate and cooperate as a team. I know what the term 'spatial awareness' means.	Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) I know in swimming it is important to pace yourself in floating and swimming challenges related to speed and distance. I can name three strokes. I know the water safety code. Spot the dangers. Take safety advice. Do not go alone. Learn how to help if you see someone in trouble in the water. Spring 2 Net/wall games I know what net and wall games are and can give sports specific example. For example: badminton. I know the grip to hold a tennis racquet is called the 'chopper grip'. I know the difference between 'forehand' and 'backhand' in tennis. I know what a netball court looks like and the basic rules of netball. Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) See: Spring Term 1, 'Overview of Knowledge'	Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) See: Spring Term 1, 'Overview of Knowledge' Summer 2 Striking and fielding I know examples of striking and fielding activities. For example: rounders and cricket. I know that is important to throw and catch with a good technique to be effective when fielding. I know how to strike a ball with the correct technique. I know how to work as a team to prevent the opposition from scoring. Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) See: Spring Term 1, 'Overview of Knowledge'

PE	**Overview of skills** **Autumn 1** **Multi-skills** **I can participate in a teacher-led warm up.** **I can jog, side-step, hop, jump and skip in a controlled and coordinated manner.** **I am beginning to develop the skills necessary to throw and catch with the correct technique.** **I can apply multi-skills into sport specific situations. For example: transferring throwing and catching into netball.** **Autumn 2** **Invasion games** **I can throw and catch with increasing accuracy under pressure.** **I can control a football with my feet.** **I can develop a strategy to improve performance.** **I can apply movement skills to move into a space effectively.**	**Overview of skills** **Spring 1** **Dance** **I can create dance movements.** **I can create a basic motif.** **I can create a dance sequence.** **I can perform as part of a group to my peers and give and receive feedback.** **Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2)** **I can jump in from poolside and submerge bending my knees when landing.** **I can sink, push away from the wall-side and maintain a streamlined position.** **I can push and glide on the front with my arms extended and log roll onto the front.** **I can push and glide on the back with my arms extended and log roll onto the front.** **I can travel on the front, truck and rotate around the horizontal axis and return on the back.** **I can fully submerge to pick up an object and return it with any recognised position.** **I can answer correctly 3 questions on the water safety code.**	**Overview of skills** **Summer 1** **Athletic fundamentals** **I can sprint using an effective and improving technique** **I can jump using the correct technique** **I can identify the joints we use to throw effectively. For example: shoulder, hip, elbow.** **Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2)** **See: Spring Term 1, 'Overview of Skills'** **Summer 2** **Striking and fielding** **I can roll a ball at a target and receive a ball with two hands.** **I can strike a moving ball with intent when batting.** **I can hit the ball and understand how to score runs/rounders.** **I can work as a team to be effective.**

		I can travel at least 10 metres on the front or back choosing a recognised swimming technique such as the front crawl or backstroke. Spring 2 Net/wall games I can perform basic racquet skills with confidence. I can perform continuous rallies. I can control the direction I hit the ball in. I can play a game of in line with the rules. Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) See: Spring Term 1, 'Overview of Skills'	Swimming (to be continued over Spring 1, Spring 2, Summer 1, Summer 2) See: Spring Term 1, 'Overview of Skills'
	Autumn 1 Overview of knowledge • Greet and say goodbye to someone • Ask someone's name and say your own • Ask how someone is and respond to same question • Learn some basic nouns • Count numbers 1–10 • Further practice for Unit 1	Spring 1 Overview of knowledge • Identify parts of the body • Describe eyes and hair appearance • Recognise days of the week • Give basic character descriptions • Further practice for Unit 3 Project work: Famous French people	Summer 1 Overview of knowledge Identify family members • Recognise and spell with letters of the alphabet • List household items • Use basic prepositions *sur* and *dans* to describe position • Further practice for Unit 5 Project work: Alphabet chart

	• Project work: French Châteaux **Autumn 2** **Overview of Knowledge** • Identify classroom objects • Identify colours, and describe an object's colour • Say your age • Recognise and repeat classroom instructions • Further practice for Unit 2 • Project work: Contact with a French school • Sound/spelling activity for Units 1–2	**Spring 2** **Overview of Knowledge** • Identify animals and pets • Recognise and use numbers 11–20 • Give someone's name • Describe someone • Further practice for Unit 4 • Project work: Pets • Sound/spelling activity for	**Summer 2** **Overview of Knowledge** • Recognise and ask for snacks • Give basic opinions about food • Use numbers 21–31 • Recognise and use the months • Form dates • Further practice for Unit 6 • Project work: French name days • Sound/spelling activity for Units **Assessment for Units 5–6**
French **RIGOLO scheme of work 1 for year 3& 4.**	**Autumn 1** **Overview of skills** • Social conventions • Ask and answer questions • First notions of gender Cognates **Autumn 2** **Overview of skills** • Gender • Ask and answer questions • Basic word order • Using context to determine meaning • Comparing languages • Recognise how sounds are	**Spring 1** **Overview of skills** • Gender • The definite article • Simple word order • Simple descriptions • Comparing languages Basic notion of adjectival agreements (for brighter pupils) **Spring 2** **Overview of Skills** • Genders • Recognise negative form • Counting numbers up to 20	**Autumn 1** **Overview of skills** • Genders • Spell words using the French alphabet • Classifying words into different types Describe position using basic prepositions *sur* and *dans* and familiar language. **Autumn 2** **Overview of Skills** • Genders • Understand and reply to question on food wanted

	represented in written form • Practise pronunciation	• Giving names in the third person (he/she) • Basic notion of adjectival agreements • Giving descriptions in the • third person (he/she) • Recognise how sounds are represented in written form. • Practise pronunciation.	• Count numbers up to 31 • Use numbers up to 31 together with months to form dates. • Question forms • Recognise how sounds are • represented in written • form Practise pronunciation
	Overview of knowledge Let your spirit fly • A good singing performance needs posture, breathing, clear diction, melody, remembered words and rhythm. • The pulse or beat is the heartbeat of a song. • Music is made of patterns of notes to convey a mood. • Pitch is the musical word for the range of high and low sounds. • Dynamics is the musical word to describe how loud or quiet the music is. • Tempo is an Italian word used to describe how fast or slow the music is.	Overview of knowledge Glockenspiel Stage 1 Three little Birds • Composing is creating and developing musical ideas. • Composed music can convey mood and character by the choice of melody, instrument, dynamics and structure. • Notation is a visual way to represent music. This can be graphic or traditional.	Overview of knowledge The Dragon Song Bringing us Together • Chords are when more than one note is played at the same time. • Ensemble is a French word used to describe playing/singing/performing together. • A melody is a sequence of single notes that is musically satisfying; a tune
Music	Overview of skills • Sing songs within a variety of styles with confidence	Overview of skills • Play using symbols including graphic and simple graphic notation	Overview of skills • Show increasing accuracy of pitch • Sing in two parts

	• Keep a steady beat on an instrument in a group or individually. • Explore sounds of different instruments and how they can represent different pictures/ stories/ moods. • Compose music that creates a mood. • Listen with concentration to longer pieces/ extracts of live and recorded music • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc.)	• Use symbols to represent sound through graphic and traditional notation. • Keep a steady beat on an instrument in a group or individually • Perform with an awareness of others	• Explore longer – shorter / faster – slower / higher – lower / louder – quieter sounds on instruments and using voices. • Keep a steady beat on an instrument in a group or individually • Play using symbols including graphic and simple graphic notation
	Overview of knowledge Rights and Responsibilities: discuss and debate health and wellbeing issues. Being a part of the community and who works in the community. Environment: responsibilities; rights and duties. Black History Month: lesson focus. Online safety: lesson focus.	Overview of knowledge Feelings and Emotions: recognising feelings in others; responding to how others are feeling; there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Healthy Relationships: positive healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively; others' families (either in school or the wider	Overview of knowledge Healthy Lifestyles: what makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits; what constitutes a healthy diet (including understanding calories and other nutritional content); the risks associated with an inactive lifestyle (including obesity); how and when to seek support including which adults to speak to in school if they are worried about their health; the importance of sufficient good quality sleep for good health and

		world) sometimes look different from their family; the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust.	that a lack of sleep can affect weight, mood and ability to learn. Growing and Changing: recognising what they are good at; setting goals; describing feelings; conflicting feelings and how to manage feelings.
PSHE	Overview of skills Money: enterprise; what it means; developing skills in enterprise. Anti-Bullying Week: lesson focus. Firework Safety: lesson focus. Remembrance Day: lesson focus. Children In Need: lesson focus.	Overview of skills Valuing Difference: recognising and responding to bullying; respect differences in different types of family and know that other children's families are characterised by love and care; the importance of respecting others even when they are very different from them (for example, physically, in character, personality or background); respecting making different choices or different preferences or beliefs.	Overview of skills Keeping Safe: school rules on health and safety; basic emergency aid; people who help them stay healthy and safe; the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; about the concept of privacy and the implications of it for both children and adults including that it is not always right to keep secrets if they relate to being safe; that for most people the internet is an integral part of life and has many benefits.

+ We can do everything together, loving and learning through God +