

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Skills	By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.					
	Curriculum	The Queen's Nose. Dick King-Smith.	Wreck of the Zanzibar. Michael Morpurgo.	The Firework Maker's Daughter. Phillip Pullman.	Iron Man. Ted Hughes.	Charlie Small: Gorilla City	Where on Earth? Rainforests.
English	Skills	<p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p> <p>Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p> <p>Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p> <p>As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.</p> <p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p>					
	Curriculum	Adventure Narrative (The Journey) Letter (Howard Carter) Poetry (Autumn is here)	Setting Description - Bryher Explanation (Mummification) Biography	Next chapter narrative (FMD) Diary entry (FMD) Poetry	Persuasive writing (rainforest) Character description (Iron Man) Instructions (Iron Man)	Non-chronological report (Mayan) Travel Brochure. Poetry - lyrics.	Recount (Sea Life Centre) Character Description (The Lost Thing - Shaun Tan) Narrative (The Lost Thing - Shaun Tan)

SPAG		Revisit Year 3. See NC or classroom secrets LTP for information.	<b>Pronouns and possessive pronouns</b> (to aid cohesion) <b>Fronted adverbials.</b> <b>Commas after Fronted adverbials</b> (Later that day, ...)	<b>Apostrophes for possession</b> (plural possession also) <b>Difference between a possessive and plural -s.</b> <b>Speech</b> (inverted commas and other punctuation to indicate speech)	<b>Noun phrases</b> (modifying adjectives, nouns and preposition phrases) <b>Suffixes</b> (endings sounding like /zə/ or /tʃə/ or /zən/)	<b>Standard English</b> (we were instead we was etc) <b>Paragraphs</b> (ideas around a theme)	<b>Suffixes</b> (-ation, -ly, -ous, -tion, -ssion, -sion, -cian)
	Detailed progression of skills using the White Rose Scheme of work						
Maths	Skills						
	Curriculum	Place Value Addition Subtraction	Multiplication Division Area	Fractions Time	Decimals Money	Perimeter Angles Shape Symmetry Statistics	Position Direction Area Perimeter

Science	Skills	<p><b><u>Asking relevant questions and using different types of scientific enquiries to answer them</u></b>  The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.</p> <p><b><u>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</u></b>  The children make systematic and careful observations. They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</p> <p><b><u>Setting up simple practical enquiries, comparative and fair tests</u></b>  The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. <b>Explanatory note</b> A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</p> <p><b><u>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</u></b>  <ul style="list-style-type: none"> <li>• The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams.</li> <li>• Children are supported to present the same data in different ways in order to help with answering the question.</li> </ul> <p><b><u>Using straightforward scientific evidence to answer questions or to support their findings</u></b>  <ul style="list-style-type: none"> <li>• Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.</li> </ul> <p><b><u>Identifying differences, similarities or changes related to simple scientific ideas and processes</u></b>  <ul style="list-style-type: none"> <li>• Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</li> </ul> <p><b><u>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</u></b>  <ul style="list-style-type: none"> <li>• They draw conclusions based on their evidence and current subject knowledge.</li> <li>• They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.</li> <li>• Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.</li> <li>• Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.</li> </ul> <p><b><u>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</u></b>  <ul style="list-style-type: none"> <li>• They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.</li> </ul> </p></p></p></p></p>

**States of matter**

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Electricity**

- Identify common appliances that run on electricity.
- Safety when using electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Know the difference between a conductor and an insulator; giving examples of each.

**Digestion**

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
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**Sound**

- Know how sound is made associating some of them with vibrating.
- Know what happens to a sound as it travels from its source to our ears.
  - Know the correlation between the volume of a sound and the strength of the vibrations that produced it.
  - Know how sound travels from a source to our ears.
  - Know the correlation between pitch and the object producing a sound.

**Classification**

Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Respecting our environment**

- Identify where humans have had an impact on an environment
- Identify ways that humans can damage an environment
- Identify ways in which humans can protect and improve environments
- Present their ideas and evidence in appropriate ways
- Use simple scientific vocabulary to describe their ideas and observations
- Draw simple conclusions about what they see

<b>Computing</b>	<b>Skills</b>	<p><u>Computer Science</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work 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. 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.</p> <p><u>Information Technology</u> search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.</p> <p><u>Digital Literacy</u> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>				
	<b>Curriculum</b>	<p><b>Unit 4.1</b> <b>Coding</b> <b>Number of Weeks - 6</b> <b>Main Programs -</b> 2Code</p>	<p><b>Unit 4.2</b> <b>Online safety</b> <b>Weeks - 4</b> <b>Programs - Various</b></p>	<p><b>Unit 4.3</b> <b>Spreadsheets</b> <b>Weeks - 6</b> <b>Programs -</b> 2Calculate</p>	<p><b>Unit 4.4</b> <b>Writing for different audiences</b> <b>Weeks - 5</b> <b>Programs - 2Email,</b> 2Connect, 2DIY</p>	<p><b>Unit 4.5</b> <b>Logo</b> <b>Weeks - 4</b> <b>Programs - Logo</b></p> <p><b>Unit 4.6</b> <b>Animation</b> <b>Weeks - 3</b> <b>Programs -</b> 2Animate</p>

History	Skills	Understand about the achievements of the earliest civilisations and an in depth study of Ancient Egypt.	Study a non-European society that provides contrasts with British History - Mayan Civilisation c AD900.	
	Curriculum	<p><b><u>Historical Knowledge</u></b></p> <p><b>Constructing the past</b> Recall a number of details about the Ancient Egyptians and their achievements</p> <p><b>Sequencing the past</b> Group a few events, structures and artefacts belonging to the Egyptian period.</p> <p><b><u>History Concepts</u></b></p> <p><b>Change and development</b> Categorise the changes across the Ancient Egyptian period.</p> <p><b>Cause and effect</b> Explain why some changes were important during the Ancient Egyptian period.</p> <p><b>Significance and interpretations</b> Describe in some details some of the most significant features of the Ancient Egyptian period. Recognise and provide a reason why some people might have differing opinions about the Ancient Egyptians.</p> <p><b><u>Historical Enquiry</u></b></p> <p><b>Planning and carrying out a historical enquiry</b> Plan and write a detailed interview with Howard Carter about the discovery of Tutankhamun.</p> <p><b>Using sources as evidence</b> Use a range of different sources to support answering interview questions about Tutankhamun.</p>	<p><b><u>Historical Knowledge</u></b></p> <p><b>Constructing the past</b> Identify and describe a range of people, events and developments throughout the Ancient Mayan period.</p> <p><b>Sequencing the past</b> Sequence and offer some comment why a range of events, structures or artefacts belong to the Mayan period.</p> <p><b><u>History Concepts</u></b></p> <p><b>Change and development</b> Explain why some changes within the Ancient Mayan period were of particular importance.</p> <p><b>Cause and effect</b> Explain with confidence the significance of particular causes and effects for many of the key events and developments during the Ancient Mayan period.</p> <p><b>Significance and interpretations</b> Explain what was significant about the Ancient Mayans. Explain how and why different people might have interpreted the impact of Mayan Society.</p> <p><b><u>Historical Enquiry</u></b></p> <p><b>Planning and carrying out a historical enquiry</b> Plan for and debate how and why Mayan society has an important impact on life today.</p> <p><b>Using sources as evidence</b> Use a range of different sources to support answering interview questions about the impact of Mayan life on society today. Comment on the usefulness of the sources of evidence used.</p>	

Geography	Skills			<p>Use maps, atlases, globes and digital mapping to locate a region in the UL and describe the features studied.</p> <p>Use the 8 points of a compass, 4 figure grid references, symbol and key (Ordnance Survey) to build knowledge of the wider world.</p> <p>Locate countries of South America / cities / mountains. Compare to UK.</p>
	Curriculum			<p>The World And Continents Child can locate countries, states and major cities within North and South American on a map.</p> <p>Physical and Human Themes Using google earth, atlases and images can research cities in North and South America and identify their human and physical geographical similarities and differences.</p> <p>Identify and recognise a range of settlements comparing in size from a village to a city. Prepare a report on an animal who lives in the rainforest including information as to the climate it lives and what it eats. How it has been adapted to it's habitat. Link to plants of a rainforest.</p> <p>Map and Atlas Work Use 4 grid references to identify cities in South America. Use 8 points of a compass the describe a journey up the Amazon through the rainforest. Identify the human and physical features along the river's course using OS maps and Google earth.</p> <p>Understanding Places and Connections Make an animation or a PPT to show why the Amazon rainforest is valuable and under threat, and why it should be protected,</p> <p>Fieldwork and Investigation Using Google Earth - starting at Denver, Colorado near to the centre of the USA - zoom out to identify states and cities of the USA and locate them on a map.</p>

RE	Skills	<p><b>Beliefs and teachings (what people believe)</b> describe some religious beliefs and teachings of religions studied, and their importance</p> <p><b>Practices and lifestyles (what people do)</b> describe how some features of religions studied are used or exemplified in festivals and practices</p> <p><b>Expression and language (how people express themselves)</b> make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p> <p><b>Identity and experience (making sense of who we are)</b> compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p><b>Meaning and purpose (making sense of life)</b> compare their own and other people's ideas about questions that are difficult to answer</p> <p><b>values and commitments (making sense of right and wrong)</b> make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>					
		Curriculum	<p>How special is the relationship that Jews have with God? Judaism Beliefs and practises</p>	<p>What is the most sacred part of the Nativity for Christians today?  Christianity Christmas</p>	<p>How important is it for Jewish people to do what God asks of them?  Judaism Passover</p>	<p>Is forgiveness always possible?  Christianity Easter</p>	<p>What is the best way for a Jew to show commitment to God?  Judaism Beliefs and Practises</p>
Art	Skills	<p><b>Drawing</b> <i>Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line and colour to represent figures and forms in movement?</i></p> <p><b>Painting</b> <i>Can they confidently mix and match colours to create atmosphere and light affects? Can they create mood in their paintings? Can they use a range of brushes to create different effects?</i></p> <p><b>Printing</b> <i>Can they make copies of work without the need for technology? Can they make a 2 colour print using different medium? Can they use readymade stencils for effect? Can they design and make their own stencils? Can they layer stencils to create an overall effect? Can they use different skills and medium when using stencils:</i></p> <ul style="list-style-type: none"> <li>• Stipple</li> <li>• Sponge</li> <li>• Spray</li> <li>• Roller?</li> </ul> <p><b>Sketchbooks</b> <i>Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?</i></p> <p><b>Collage</b> <i>Can they add collage to a painted or drawn background? Can they experiment using different colours?</i></p> <p><b>Knowledge</b> <i>Can they experiment different styles which artists have used? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</i></p>					



	Curriculum	<p><u>The Queen's Nose – portraits – Andy Warhol – Pop Art.</u>  <u>Drawing</u>  <u>Collage</u></p> <p><u>Sketching parts of the Queen</u>  <u>Focus on different parts of the face</u></p>	<p><u>Street Art – Banksy</u>  <u>Focus – stencils and prints</u>  <a href="https://www.bbc.co.uk/bitesize/clips/zsghdmn">https://www.bbc.co.uk/bitesize/clips/zsghdmn</a>          Create own designs to “graffiti” on Hamlet for display.</p> <p><u>Ancient Maya</u>          Designing and making a Maya worry doll.</p>	<p><u>Rainforest Art – drawing, painting, pastels</u>  <u>Henri Rosseau</u>          Drawing and painting animals, leaves and plants.</p> <ul style="list-style-type: none"> <li>To work in the style of an artist and develop greater control of colour gradation, mixing layers of paint, silhouettes and pastel work.</li> </ul>
Design and Technology	Skills	<p><b><u>Developing, planning and communicating ideas</u></b>          Generate ideas, considering the purposes for which they are designing          Make labelled drawings from different views showing specific features          Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail          Evaluate products and identify criteria that can be used for their own designs</p> <p><b><u>Working with tools equipment materials and components to make quality products</u></b>          Select appropriate tools and techniques for making their product          Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques          Join and combine materials and components accurately in temporary and permanent ways          Sew using a range of different stitches, weave and knit          Measure, tape or pin, cut and join fabric with some accuracy          Use simple graphical communication techniques</p> <p><b><u>Evaluate processes and products</u></b>          Evaluate their work both during and at the end of the assignment          Evaluate their products carrying out appropriate tests</p>		
	Curriculum	<p><u>Mechanical devices</u>          Design, create and evaluate Christmas lights.</p>	<p><u>Textiles</u>          Making a bag for exploring</p>	<p><u>Seasonal Foods</u>          Health and nutrition</p>

PSHE	Skills	To explain why being listened to and listening to others is important in my school community. To explain why being democratic is important and can help me and others feel valued.	To tell you a time when my first impression of someone changed as I got to know them. To be able to also explain why bullying might be difficult to spot and what to do about it if I'm not sure. To explain why it is good to accept myself and others for who we are.	To plan and set new goals even after a disappointment. To explain what it means to be resilient and to have a positive attitude.	To recognise when people are putting me under pressure and can explain ways to resist this when I want to. To identify feelings of anxiety and fear associated with peer pressure.	To recognise how people are feeling when they miss a special person or animal. To give ways that might help me manage my feelings when missing a special person or animal.	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. To explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
	Curriculum	<b>Being me in my world</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<b>Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Changing me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Music	Skills	<b>Musical learning focus:</b> <ul style="list-style-type: none"> <li>☑ Listen and Appraise Classical music</li> <li>☑ Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>☑ Singing</li> <li>☑ Play instruments within the song</li> <li>☑ Improvisation using voices and instruments</li> <li>☑ Composition</li> <li>☑ Share and perform the learning that has taken place</li> </ul>					

	Curriculum	<p><b>Mamma Mia</b> As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits. Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba</p>	<p><b>Glockenspiel Stage 2</b> This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p>	<p><b>Stop!</b> This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p><b>Lean On Me</b> This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p>	<p><b>Blackbird</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird. Other songs by The Beatles which will be a focus are: Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles</p>	<p><b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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PE	Skills	<p><b>INVASION GAMES</b> Children will be taught to:</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team a chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand the simple patterns of play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes it difficult for their opponents.</p> <p>Know what they need to do to improve their game and what they need to practice.</p>	<p><b>GYMNASTICS</b> Children will be taught to:</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help the change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner/ small group.</p> <p>Ask which parts of the task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p> <p>Task: Create and perform a simple sequence on floor and using mats of up to four elements (balance, roll, jump and body shape). Clear starting place and move smoothly between shapes and actions.</p>	<p><b>NET AND WALL GAMES</b> Children will be taught to:</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for an opponent to receive the ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p> <p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/ harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p> <p>Develop control of the racket.</p> <p><b>Tennis</b></p>	<p><b>STRIKING AND FIELDING.</b></p> <p><b>CRICKET COACHING</b> Chance to shine cricket coach (6 week programme).</p>	<p><b>ATHLETICS</b> Children will be taught to:</p> <p>Run for short distances and times and long distances and times.</p> <p>Keep a steady pace.</p> <p>Practice 5 basic jumps: hop, step, skip, jump, high.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p> <p>Task: work in small groups to investigate and compare the effectiveness of different styles of running e.g. short steps, long strides, straight arms, bent arms, swinging arms. Jumping e.g. off one foot, two feet. Throwing e.g. underarm, overarm, pushing and pulling etc children to decide which they prefer and see if they can go faster, higher or further.</p>	<p><b>DANCE</b> Children will be taught to:</p> <p>Explore and create characters and narratives in response to stimuli.</p> <p>Describe, evaluate and interpret their own and others' dances , taking account of the character and narrative.</p>
		Curric	<p>Gymnastics</p> <p>Invasion Games</p>	<p>Gymnastics</p> <p>Invasion Games</p>	<p>Dance</p> <p>Net and Wall Games</p>	<p>Dance</p> <p>Net and Wall Games</p>	<p>Athletics</p> <p>Striking and fielding</p>

MFL	Skills	<p>Pick out familiar words and phrases from spoken sentences.</p> <p>Talk about themselves using common verbs.</p> <p>Present a set of simple instructions.</p> <p>Recite a simple rhyme or song.</p> <p>Follow and understand a familiar text.</p> <p>Spell familiar words and express my opinions.</p>	<p>Identify sounds in songs. Use some numbers, colours and describing words. Say several sentences from memory. Talk about a person, place or thing.</p> <p>Write responses to spoken language. Write a few simple sentences to describe where I live and the things I do.</p>	<p>Understand and follow simple instructions.</p> <p>Prepare and present a set of simple instructions.</p> <p>Describe where I live.</p> <p>Can read a simple rhyme or story out loud.</p> <p>Recognise word order in sentences.</p> <p>Complete a written sentence about where I live from memory.</p>	<p>Recognise pronouns in a sentence. Recognise the structure of French sentences.</p> <p>Say full sentences from memory.</p> <p>Can use -les or -des.</p> <p>Recognise subject pronouns.</p> <p>Write sentences to show understanding.</p>	<p>Identify the gender of a noun from its article in spoken French. Recite simple songs from memory.</p> <p>Use the correct article.</p> <p>Describe using simple adjectives.</p> <p>Identify gender.</p> <p>Recognise subject pronouns.</p> <p>Use the correct article.</p>	<p>Identify gender of a noun. Ask for simple opinions.</p> <p>Prepare and present a short talk. Use a bilingual dictionary.</p> <p>Recognise a common sentence and word order. Express opinions in simple sentences.</p> <p>Recognise common and irregular verbs.</p>
	Curriculum	<p>Salut Unit D- Playtime</p>	<p>Salut Unit E - My home</p>	<p>Salut Unit F - My Town</p>	<p>Salut Unit G - Describing people</p>	<p>Salut Unit H - The Body</p>	<p>Salut Unit I - Sport</p>