



Year 3 Learning Map Overview

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English	Reading			Writing		Grammar	Spelling & Word Structure	Handwriting
	Fantastic	Stylistic	Analytics	Genres & Terminology	Purpose & Impact		Using and applying spelling rules into writing	Handwriting and Presentation
<p>Fantastic - feeling Talk about the correlation between story events and how a character feels</p> <p>Fantastic - asking Recognise why writers use dialogue, including why testimonials might be used in persuasive texts</p> <p>Fantastic - noticing Find evidence of language that enables a reader to visualise scenes in a narrative</p> <p>Fantastic - touching Retrieve examples of touch and know the impact of this on a reader</p> <p>Fantastic - action Identify action and notice some techniques used by authors to speed up action scenes e.g. short sentences, more verbs, fewer adjectives</p> <p>Fantastic - smelling Consider how writers use smells in their writing and what effect this might have on the reader.</p> <p>Fantastic - tasting Discuss stories that include many/ no references to taste</p>	<p>Stylistic - setting Identify words/phrases/clauses that enrich a setting.</p> <p>Stylistic - text layout / structure Identify a range of layout devices and how they are used for emphasis/clarity.</p> <p>Stylistic - yes/no relationships Notice how an author reveals the nature of relationship through dialogue, actions and description.</p> <p>Stylistic - logical meaning-making Provide simple explanations about events/information. Use dictionaries to check the meaning of words read</p> <p>Stylistic - interrogating facts / opinions Differentiate between facts and opinions in a non-fiction text.</p> <p>Stylistic - solving problems Provide advice for a central character.</p> <p>Stylistic - themes</p>	<p>Analytics - author assessment Discuss the differing effects that authors have on readers.</p> <p>Analytics - navigating genres Adopt different reading styles according to text types.</p> <p>Analytics - accessing phonics and spelling Decode words in context, using what I know about word beginnings and endings.</p> <p>Analytics - language Identify expressive and descriptive language and explain the effects.</p> <p>Analytics - your opinion Begin to show empathy for a character's dilemma.</p> <p>Analytics - trawling for evidence Comment on features in a text using supporting evidence, e.g. A bad character is first revealed by a 'sly grin'.</p> <p>Analytics - inferring and deducting Make straightforward inferences, based on a single point of reference,</p>	<p>Fiction -Historical narrative</p> <p>Fiction - Adventure narrative</p> <p>Fiction - Play scripts</p> <p>Non-fiction - Recount</p> <p>Non-fiction - Instructions</p> <p>Non-fiction - Explanations</p> <p>Non-fiction - Report</p> <p>Non-fiction - Persuasive letter</p> <p>Poetry - Free Verse</p> <p>Poetry - Limericks</p> <p>Poetry - Haiku/kennings</p>	<p>Write whole texts that are interesting, engaging and thoughtful Develop multiple ideas in a story enriched with descriptive detail (settings, characters and plot)</p> <p>Develop multiple ideas in non-fiction that are factual and precise</p> <p>Express a basic viewpoint, opinion or promote an idea e.g. I believe...</p> <p>Purpose & Impact: Produce texts that are appropriate to the reader and purpose Maintain the features of a genre/text type</p> <p>Content makes sense throughout the piece</p> <p>Structure & Shape: Organise & Present Writing Use strategies to created flow e.g. pronouns, cohesive phrases, references back to previous points</p> <p>Begin to understand what a paragraph is and show ideas grouped together</p> <p>Structure & Shape: Construct a cohesive piece with logical links and breaks Use headings and sub-headings to group ideas</p> <p>Opening is signalled in narrative and non-fiction e.g. Early one morning...; Whales are the largest...</p> <p>Closing signalled in narrative and non-fiction e.g. Eventually...; Ultimately...</p> <p>Sentence Structure: Vary sentences for clarity, purpose and effect Use one word in isolation to grab the reader's attention e.g. Stop!</p> <p>Add detail into descriptions e.g. precise verbs, descriptive noun phrases</p>	<p>Tense Use present perfect form of verbs, instead of simple past e.g. 'he has gone out to play' compared to 'he went out to play'</p> <p>Maintain the correct tense throughout a piece of writing</p> <p>Conjunctions/Complex Sentences Experiment with a widening range of conjunctions both coordinating and subordinating including although, so, while</p> <p>Vocabulary Use some RED ambitious vocabulary appropriately</p> <p>Choose and use words because of the effect they will have on the reader</p> <p>Adverbs/Adverbial Phrases Use adverbs/adverbial phrases of time</p> <p>Use adverbs or adverbial phrases that build a</p>	<p>Use a range of prefixes to extend repertoire of nouns e.g. super-, anti-, auto-</p> <p>Use a or an correctly according to the next word beginning with a consonant or a vowel</p> <p>Experiment with more complicated words built from a common word e.g. dissolve, solution</p> <p>Spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey,</p>	<p>Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left unjoined.</p> <p>Show increased legibility and quality to handwriting</p>	



	<p>Fantastic - imagining Imagine a scene in a story because of the description used by the author</p> <p>Fantastic - checking Identify negative sounds in a story and say why a writer may have used them e.g. the window smashed loudly and the crash echoed down the corridor.</p>	<p>Find extracts to evidence how an author uses a theme to unify a story.</p> <p>Stylistic - impact Reflect on the most engaging aspects of a text.</p> <p>Stylistic - characters Infer a character's feelings, justifying my views with reference to the text.</p>	<p>e.g. He was upset because it says that he was crying.</p> <p>Analytics - considering deeper meaning Explore underlying ideas and begin to sort and interpret the most important ones.</p> <p>Analytics - stating prediction Predict what might happen from two or more details (including illustrations).</p>	<p>Terminology Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Adverb Inverted commas Present perfect</p>	<p>Use prepositions that indicate position in a place/ environment e.g. under, in, on, behind</p> <p>Write complex sentences that use subordinate clauses (may not be correctly punctuated)</p> <p>Editing: Evaluate, Proof-read and edit Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p> <p>Writerly Techniques: Deploy poetic (within and beyond poetry) style to engage the reader Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached</p> <p>Use the word like to build up a simile e.g. her eyes were like deep pools.</p>	<p>relationship or are causal e.g. therefore, as a result, however</p> <p>Punctuation: Write with technical accuracy and punctuation Show some correct use of inverted commas to punctuate direct speech</p> <p>Show some correct use of other speech punctuation e.g. punctuation inside inverted commas</p> <p>Use a and an correctly most of the time</p>	<p>superstar, antisocial. Begin to spell homophones correctly, e.g. which and witch.</p>	
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Maths	Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Measurement	Geometry	Statistics
	<p>Represent 3-digit numbers</p> <p>Recognise the value of digits in 3-digit numbers</p> <p>Partition 3-digit numbers in different ways</p> <p>Read and write 3-digit numbers in words and numerals, including zero as a place holder</p> <p>Identify 3-digit numbers on a number line</p> <p>Represent 3-digit numbers on a number line</p> <p>Count in steps of 50 and 100 from zero</p> <p>Count in steps of 10 from any 2 or 3-digit number</p> <p>Count in steps of 100 from any 2 or 3-digit number</p> <p>Find 10 more or less than a given number</p> <p>Find 100 more or less than a given number</p> <p>Compare any two 3-digit numbers using < > and =</p> <p>Order 3-digit numbers with different hundreds</p> <p>Order 3-digit numbers with the same hundreds</p> <p>Order 3-digit numbers</p> <p>Find tenths of whole numbers and express as fractions and decimals</p> <p>Count up and down in tenths and position them on a number line</p> <p>Read Roman numerals up to XII</p>	<p>Add two 3-digit numbers using rounding to the nearest hundred and then compensating</p> <p>Add two 3 digit numbers by partitioning and recombining (no regrouping)</p> <p>Add two 2-digit numbers where the sum exceeds 100, choosing an efficient mental strategy</p> <p>Subtract ones from three-digit numbers using number facts where the tens don't change</p> <p>Subtract ones from three-digit numbers using bridging</p> <p>Subtract ones from three-digit numbers by rounding to ten then compensating</p> <p>Subtract tens from three-digit numbers using number facts where the hundreds don't change</p> <p>Subtract tens from three-digit numbers using bridging</p> <p>Subtract hundreds from three-digit numbers using number facts</p> <p>Subtract from three-digit numbers using rounding and compensating</p> <p>Subtract two 3-digit numbers using partitioning no exchanging</p> <p>Subtract by finding the difference between two 3-digit numbers with the same hundreds digits</p> <p>Subtract by finding the difference between two numbers with different hundreds digits</p> <p>Use column addition for two 3-digit numbers when regrouping is required in the ones column</p> <p>Use column addition for two 3-digit numbers when regrouping is required in the tens column</p> <p>Use column addition for two 3-digit numbers when regrouping is required in multiple columns</p> <p>Use column addition for 3-digit and 2-digit numbers when regrouping is required in the ones column</p> <p>Use column addition for 3-digit and 2-digit numbers when regrouping is required in the tens column</p> <p>Use column addition for 3-digit and 2-digit numbers when regrouping is required in multiple columns</p> <p>Choose efficient methods to add numbers with up to 3-digits</p> <p>Use column subtraction for 3-digit numbers when exchanging is required in the tens column</p> <p>Use column subtraction for 3-digit numbers when exchanging is required in the hundreds column</p> <p>Use column subtraction for 3-digit numbers when exchanging is required in multiple columns</p> <p>Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in the tens column</p> <p>Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in the hundreds column</p> <p>Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in multiple columns</p> <p>Choose efficient methods to subtract</p>	<p>Build the 3x table</p> <p>Recall and use multiplication facts for the 3 times table</p> <p>Recall and use division facts for the 3 times table</p> <p>Build the 4x table and count in steps of 4 and multiples of 4 from zero</p> <p>Recall and use multiplication facts for the 4 times table</p> <p>Recall and use division facts for the 4 times table</p> <p>Build the 8x table and count in steps of 8 and multiples of 8 from zero</p> <p>Recall and use multiplication facts for the 8 times table</p> <p>Recall and use division facts for the 8 times table</p> <p>Multiply 2-digit numbers by 10 using place value</p> <p>Multiply 1-digit numbers by multiples of 10 using place value</p> <p>Use the distributive law to multiply a teens number by a one-digit number</p> <p>Use the distributive law to multiply a two-digit number by a one-digit number</p> <p>Multiply 2-digit numbers by a 1-digit number using a formal written method (regroup ones)</p> <p>Multiply 2-digit numbers by a 1-digit number using a formal written method (regroup tens)</p> <p>Multiply 2-digit numbers by a 1-digit number using a formal written method (multiple)</p> <p>Use efficient methods to multiply a two-digit number by a one-digit number</p> <p>Divide near multiples by 2, 3, 4, 5, 8, 10 with remainders</p> <p>Divide a 3-digit multiple of ten by 10 using place value</p> <p>Use known facts and place value when dividing mentally by 2, 3, 4, 5, and 8 e.g. 120 ÷ 4</p> <p>Use partitioning to divide by a single digit number where the quotient is a teens number</p> <p>Use multiplication or division to solve scaling or correspondence problems</p>	<p>Recognise and represent unit fractions</p> <p>Recognise and represent non-unit fractions</p> <p>Compare two proper fractions which have the same denominator</p> <p>Order a set of proper fractions which have the same denominator</p> <p>Compare two unit fractions</p> <p>Order a set of unit fractions</p> <p>Compare two proper fractions which have the same numerator >1 (small denominator)</p> <p>Order a set of proper fractions which have the same numerator >1 (small denominator)</p> <p>Recognise and show equivalent proper fractions (denominators multiples of each other)</p> <p>Find unit fractions of a number of objects</p> <p>Find unit fractions of an amount</p> <p>Find non-unit fractions of a number of objects</p> <p>Find non-unit fractions of an amount</p> <p>Add fractions with the same denominator within one whole</p> <p>Subtract fractions with the same denominator within one whole</p>	<p>Subtract pence from £2</p> <p>Subtract pence from £5</p> <p>Subtract pounds and pence from £5</p> <p>Subtract pounds and pence from £10</p> <p>Calculate change beyond £1</p> <p>Measurement: Length, Mass and Capacity</p> <p>Use a ruler to measure lengths in millimetres</p> <p>Compare the length of two objects</p> <p>Order lengths</p> <p>Add and subtract lengths</p> <p>Find the perimeter of a 2-D shapes by measuring</p> <p>Measure mass</p> <p>Compare mass</p> <p>Order mass</p> <p>Add and subtract mass</p> <p>Measure capacity</p> <p>Compare capacity</p> <p>Add and subtract capacities</p> <p>Use scaling with measures</p>	<p>Identify and draw horizontal lines</p> <p>Identify and draw vertical lines</p> <p>Identify and draw parallel lines</p> <p>Identify and draw perpendicular lines</p> <p>Draw common 2D shapes</p> <p>Name and describe 3D shapes</p> <p>Make 3D shapes using modelling materials</p> <p>Understand that angle is a description of turn</p> <p>Understand that angles are a feature of shapes</p> <p>Identify a right angle as a quarter turn</p> <p>Identify when a shape has a right angle</p> <p>Recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn</p> <p>Identify angles that are less than or greater than a right angle</p>	



Science	Working Scientifically Please refer to Working Scientifically Whole School Progression Map – Identifies differentiated levels for LKS2 & UKS2					Biology		Chemistry	Physics	
	Working Scientifically stages for all five areas:	Plan	Act	Record	Evaluate	Animals inc humans	Plants	Rocks	Light	Forces & Magnets
	<p>Pattern seeking Observing Research Identifying, Classifying and grouping Comparative and Fair Testing</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Given a range of resources, the children decide for themselves how to gather evidence to answer the question Identify the enquiry focus that they have chosen to answer their question. Make predictions based upon prior knowledge.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Follow their plan to carry out the specific enquiry skill.</p> <p>Maths Y3 objectives: Create a table to show data. Interpret and construct a pictogram where the symbol represents multiple items</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions, sometimes from their own decision Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Interpret their data to generate simple comparative statements based on their evidence. Begin to find patterns and causal relationships Maths Y3 objectives: Interpret data in a table Interpret and construct a bar chart</p>	<p>Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions Answer their own and others' questions based on their recordings. Answers are consistent with the evidence 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 to support their findings Identify how they would do it differently if they repeated the enquiry</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having two poles.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>



History	Period in Time	Knowledge & Understanding	Chronology Understanding	Historically Enquiry
Catch Up 2020 – 2021 Only King Arthur and the Knights of the Round Table (Anglo Saxons) Local Study - Romans: Gladiators From 2021 – 2022 Stone Age to Iron Age Romans: the following could be cover in more depth: Gladiators, Soldiers, Claudius, Caesar or Boudica	Catch Up 2020 – 2021 Only King Arthur and the Knights of the Round Table (Anglo Saxons) Local Study - Romans: Gladiators	Appreciate that the early Brits would not have communicated as we do or have eaten as we do Begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time Realise that invaders in the past would have fought fiercely, using hand to hand combat Suggest why certain events happened as they did in history Suggest why certain people acted as they did in history	Describe events and periods using the words: BC, AD and decade Describe events from the past using dates when things happened Describe events and periods using the words: ancient and century Use a timeline within a specific time in history to set out the order things may have happened Use their mathematical knowledge to work out how long ago events would have happened	Appreciate that the early Brits would not have communicated as we do or have eaten as we do Begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time Realise that invaders in the past would have fought fiercely, using hand to hand combat Suggest why certain events happened as they did in history Suggest why certain people acted as they did in history
	From 2021 – 2022 Stone Age to Iron Age Romans: the following could be cover in more depth: Gladiators, Soldiers, Claudius, Caesar or Boudica			

Geography	Geographical Enquiry	Geographical Knowledge	Communicate Geographically	
Please refer to Whole School Map Skills Document for a breakdown of skills required when teaching geographical skills.	Use correct geographical words to describe a place and the things that happen there. Identify key features of a locality by using a map Begin to use a 4 figure grid references Accurately plot NSEW on a map Use some basic OS map symbols Use a map to describe the key topographical features of the UK including: hills, mountains, coasts and rivers Make accurate measurement of distances within 100Km	Name a number of countries in the Northern Hemisphere Name and locate a number of countries in the Southern Hemisphere Identify and name the Arctic and Antarctic circles Name and locate some well-known European countries Name and locate the capital cities of neighbouring European countries Locate and name some of the world's most famous volcanoes Are they aware of different weather in different parts of the world, especially Europe?	Physical Geography	Human Geography
			Confidently describe physical features in a locality Locate the Mediterranean and explain why it is a popular holiday destination using physical features Describe how earthquakes are created Describe how volcanoes are created Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) Use maps and atlases appropriately by using contents and indexes	Confidently describe human features in a locality Explain why a locality has certain human features Explain why a place is like it is Explain how the lives of people living in the Mediterranean would be different from their own Describe how volcanoes have an impact on people's life Describe the distribution of natural resources including energy, food and minerals

Art	Develop Ideas	Master Techniques					Digital Media	Take Inspiration From the Greats	Sketch Books
		Painting	Collage	Sculpture	Drawing	Print			
	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.	Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail	Cut very accurately Overlap materials Experiment using different colours Use mosaic Use montage	Add onto their artwork to create texture and shape Work with life size materials Create pop-up Add texture to a piece of work Plan, create and evaluate a sculpture	Use shading to show light and shadow Use hatching and cross hatching to show tone and texture	Make a printing block Make a 2 colour print	Create images, video and sound recording s Explain why my recording s were created	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...



Design & Technology	Design, Make, Evaluate and Improve	Master Practical Skills							Take Inspiration from design throughout history
		Cooking & Nutrition	Materials	Computing	Construction	Textiles	Mechanics	Electricals & Electronics	
	Investigate existing products to analyse and understand how they are made. Develop ideas to create a design. Generate designs with annotated sketches. Identify steps to make their product. Understand what a prototype is and make a basic model. Reflect on work and techniques as work progresses. Identify strengths and weaknesses of their design ideas. Talk about how closely their finished product meets their design criteria and meets the need of the user.	Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate. Measure ingredients using scales. Prepare ingredients hygienically and using the appropriate utensils by following a recipe.	<ul style="list-style-type: none"> Measure and mark out accurately. Cut materials accurately and safely by selecting appropriate tools. Cut slots and internal shapes 	<ul style="list-style-type: none"> Generate designs with annotated sketches and computer-aided design (CAD) where appropriate 	<ul style="list-style-type: none"> Strengthen frames using diagonal struts. Investigate how to make structures more stable e.g by widening the base. 				

Computing	Multimedia: Text, Image, Sound and Motion	Handling Data	Technology in Our Lives	Coding and Programming	Online Safety
	Carry out a survey to discover features of cities and villages Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map Plan a journey to a place in England Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)	I can create a branching database to sort and organise items I can filter and sort records in a database to answer questions I can design a questionnaire to collect information, and display the information in a graph or table I can talk about the different ways data can be organised I can sort and organise information to use in other ways I can search a ready-made database to answer questions	I can type in a URL to find a website I can search online for images and information safely I can talk about the reliability of information on the internet I can present the information I have found and share it with others I can use and resize graphics within my work I can use spell check to aid my writing I can type text and insert images onto pages I can add text effects and move items around to find the best layout I can add and open attachments I can add websites to a favourites list I can use search tools to find and use an appropriate website and content	I can refine a program by using the repeat command I can create a procedure (group of commands) to do a specific task, draw a specific shape I can solve problems by breaking them into smaller I can use variables to create an effect, e.g. repetition, if, when, loop I can keep testing a program and recognise when it needs to be debugged I can give a set of instructions to follow and predict what will happen	I know why we need to keep passwords safe and secure I can send and reply to online messages, such as email, respectfully I know not to open messages and attachments from strangers I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying I can follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords I can seek help from an adult when I see something that is unexpected or worrying



Music	Play & Perform	Create & Compose	Responding & Appraising	Listening and applying knowledge and understanding
	Use voices expressively I can sing in unison. I show some awareness of pitch. Play tuned and un-tuned instruments I can perform simple rhythmic and musical parts. I am beginning to vary the pitch with a small range of notes. Rehearse and perform with others I can think about others while performing.	Create musical patterns I can create simple rhythmical patterns that use a small range of notes. Explore chose and organise sounds and musical ideas I can begin to join simple layers of sound e.g. a background rhythm and solo melody	Explore and express ideas and feelings about music I can comment on ways sound can be used expressively. To make improvements to my own work I can comment on the effectiveness of my own work by identifying and making improvements.	To listen with concentration and recall sounds with increasing aural memory I can listen with attention and begin to recall sounds. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures I can begin to understand how different musical elements are combined and used to create an effect. To understand that sounds can be made in different ways and described using given and invented signs, symbols and notation. I can begin to recognise simple notations to represent music including pitch and volume To know how music is used for particular purposes I can listen to and begin to respond to music drawn from different traditions and great composers and musicians.

RE	Unit L2.1 What do Christians learn from the creation story? [Creation]			Unit L2.2 What is it like for someone to follow God? [People of God]			Unit L2.4 What kind of world did Jesus want? [Gospel]		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness	Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today.	Make clear links between the story of Noah and the idea of covenant	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Make links between the story of Noah and how we live in school and the wider world.	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
	Unit L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]			Unit L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]			Unit L2.12 How and why do people try to make the world a better place?		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).	Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community,	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today	Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place.	Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action	Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas



		at home and in the mosque)	with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.			lives, and giving good reasons for their ideas.			studied, giving good reasons for their views.
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PE	Health & Fitness	Games	Dance	Gymnastics	Athletics	Outdoor Adventurous Activities
	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Catch with increasing control.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop an effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. .</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trailing leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Land safely and with control.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p>



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PSHE	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationship	Changing Me
	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>Explain how my behaviour can affect how others feel and behave.</p> <p>Evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Tell you about a conflict that I have witnessed or been involved with.</p> <p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Tell you something I did well in a learning challenge and something I want to get better at.</p> <p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Analyse my learning strengths and use this to design clear steps to help me improve.</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p>

MFL	Speaking Skills	Listening Skills	Reading Skills	Writing Skills	Grammar Skills
	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied.</p>