

AUTUMN 1
What was life like in Ancient Egypt?

AUTUMN 2
What was life like in Ancient Egypt?

SPRING 1
Journey through time

SPRING 2
Journey through time

SUMMER 1
Digging up the past

SUMMER 2
Me, myself and I

MATHS
White Rose
Power Maths
NCETM
NRICH

Number and Place Value

- Read and write numbers to 1,000 in numerals and words.
- Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.
- Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. (Also compare and order using < > and =)
- Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
- Find 10 or 100 less or more than a given number.
- Count from zero in multiples of 4, 8, 50 and 100.
- Solve number and practical problems involving these ideas.

Addition and Subtraction

- Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- Calculate complements to 100.
- Add and subtract up to three-digit numbers using columnar methods.
- Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.
- Add and subtract numbers mentally (three-digit numbers and ones, tens and hundreds).
- Solve problems using number facts, place value and more complex addition and subtraction.
- Solve problems, including missing number problems.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Multiplication and Division

- Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
- Calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for one-digit numbers times two-digit numbers.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Area, Perimeter and Volume

- Measure the perimeter of simple 2D shapes.
- Measure, compare, add and subtract lengths, mass, volume and capacity.

Measurement: Money

- Add and subtract amounts of money to give change, using both £ and p.

Fractions

- Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts (multiplication tables fluency).
- Reason about the location of any fraction within 1 in the linear number system. (Compare and order fractions with the same denominators).
- Add and subtract fractions with the same denominator, within 1.
- Count up and down in tenths; recognise that tenths arise from an object being divided into 10 equal parts and in dividing one-digit numbers by 10.
- Recognise and show equivalent fractions with small denominators.
- Solve problems involving all of the above.

Geometry: Shape

- Recognise 3D shapes in different orientations and describe them.

Geometry: Angles and Lines

- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Identify parallel and perpendicular sides.
- Identify whether an angle is greater than or less than a right angle.

Geometry: Position and Direction

- Draw polygons specified by coordinates in the first quadrant.

Measurement: Time

- Tell the time from an analogue clock, and 12- and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours, using vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute, number of days in a month, year and leap year.

ENGLISH

Oracy

- Talk and listen confidently in different situations
- Ask relevant questions to show they have listened carefully
- Develop and explain their ideas by giving reasons
- Sequence and communicate ideas in an organised and logical way

CLPE - The Power of Reading
 Bug Club
 Penpals
 No-nonsense spelling
 Reading Explorers
 Reading Detectives
 Rising Stars
 Comprehension


- Participate in paired and group discussions
 - Vary the use and choice of vocabulary depending on the purpose and audience
 - Retell a story using narrative language including a relevant detail
 - Perform poems from memory using expression
- Begin to use standard English

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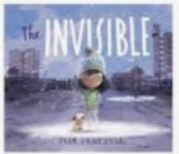
Reading

- Read Year 3 Statutory word list
- To read fluently applying all phonics taught in KS1 and YR3.
- To retrieve and record information from a non-fiction text.
- Draw inferences about characters feelings, thoughts and motives from their actions.
- Recognise how commas are used in text to give add more meaning,
- To recognise inverted commas and alter voice.
- Read books that are structured in different ways and for a range of purposes.
- Begin to use dictionaries to check the meaning of what they have read.
- Discuss words and phrases that capture the reader's interest and imagination.
- Ask questions to improve their understanding of a text.


Stimuli for writing:




The Crow and the Fox - book
(Retell)



The Invisible - book
(Retell)



Marcy and the Riddle of the Sphinx - book
(Setting description, retell, character description)



Mummification - wagoll
(Instructions)

Stimuli for writing:



The Egyptian Cinderella - book
(Retell)



Isis and Osiris - myth
(Retell)




History lessons
(Non-chronological report)




Stone Girl Bone Girl - Book
(Diary entry)

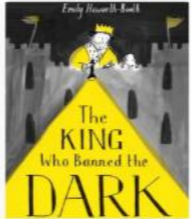
Stimuli for writing:



Superworm - book
(Retell)



King of the Sky - book
(Informal letter, retell)



The King Who Banned the Dark - book
(Retell, persuasive letter)

Stimuli for writing:



The Mousehole Cat - Book
(Setting description, retell)



The Bear's Water Picnic - book
(Retell)

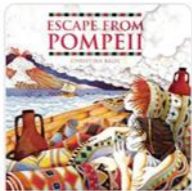


Along the Tapajos - book
(Retell, diary entry)




River Story - book
(Free verse poetry)


Stimuli for writing:




Escape from Pompeii - book
(Setting description, diary entry)



Omar, the Bees and Me - book
(Retell, letter to parents)




Trip to Verulamium
(Recount)




Picture of Roman Soldier
(Character Description)


Stimuli for writing:



The Romans
(Non-chronological report)



Something Else - book
(Retell)



Letter to the Mayor of Harlow - wagoll
(Persuasive letter)

Writing

Handwriting

- Consistently neat, joined, legible handwriting.

Planning, Composition and Editing

- Draft and write by composing sentences orally.
- Make corrections, revisions and additions to writing (e.g. punctuation, correcting tense, spellings, vocabulary)

Grammar and Punctuation

- Paragraph when changing a place or change of time in a narrative.
- Organise similar ideas into paragraphs for non-fiction writing.
- Write compound sentences using coordinating conjunctions (or, and, but, so, yet) and a comma before the conjunction where appropriate.
- Use subordinating conjunctions at the start of a sentence (before, during, after, while, because, as).
- Use a wide range of openers i.e. How (manner), When (time) and Where (place).
- Use inverted commas around spoken words.
- Use a reporting clause at the end of speech.
- Use tense accurately most of the time (including verb tenses was, were, is, am, are).
- Use prepositions of time and place.
- Use the present perfect tense.
- Understand the terms noun, verb, adjective and adverb.
- Use similes.

Spelling

- Spell most of the Year 3 Common Exception Words.
- Spell homophones and near homophones correctly.
Use the prefixes dis-, mis-, re-, super-, auto-, sub- and anti-

SCIENCE

White Rose

Animals including humans – Skeletons and Muscles

- 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.

Rocks and Fossils

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Soils

- Recognise that soils are made from rocks and organic matter.

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- 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
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

Plants - Lifecycles

- 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 (air, light, water, nutrients from soil, and room to grow) 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, including pollination, seed formation and seed dispersal



Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them

	<ul style="list-style-type: none"> • 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 • 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. 		
<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">Hamilton trust history.org.uk</p>	<p><u>The Ancient Egyptian Civilization</u> What was life like in ancient Egypt? What did they believe? How did they live?</p> <p>Chronology and Timelines</p> <ul style="list-style-type: none"> • Place the time studied on a time line. • Sequence several events or artefacts <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Begin to use the library and internet to gather information about the past <p>Knowledge of World, British and Local Events and People</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period of history • Find out about everyday lives of people in the time studied <p>Interpreting Sources</p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Use relevant dates and terms. 		<p><u>The Romans</u> What was life like in Ancient Rome? How did they live? What was life like in Briton before the Roman invasion? How did The Romans influence everyday life in Britain? What is the legacy of the Roman invasion?</p> <p>Chronology and Timelines</p> <ul style="list-style-type: none"> • Place the time studied on a time line. • Compare with our life today <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use pictures and artefacts and visits to museums as evidence about the past. <p>Knowledge of World, British and Local Events and People</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period of history • Find out about every day lives of people in the time studied • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. <p><u>Mary Anning Biography</u>- link to English and Science</p> <ul style="list-style-type: none"> • Order and sequence relevant life events in a detailed report.
<p style="text-align: center;">GEOGRAPHY</p>		<p><u>Rivers: The journey of a river</u></p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries within the UK and describe features studied. • Use the four points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Physical Geography</p>	<p><u>Harlow Week- outdoor spaces</u></p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate places within

			<ul style="list-style-type: none"> Rivers, their journey to the sea and related vocabulary Banks, Current, Delta, Estuary, flood, stream, Floodplain, Mouth, ox-bow lake, River, Sediment, source, Tributary, waterfall, meander, Hills, mountains, coasts, rivers, towns, cities, region, border, county, country, <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate and name the countries making up the British Isles, with their capital cities. Recognise the different shapes of countries in the UK. Locate and name the main counties and cities in England. Locate and name the largest rivers in the UK. Identify the longest rivers in the world. <div data-bbox="1222 569 1397 737">  </div> <p>FLOODING OF RIVERS CAUSED BY CLIMATE CHANGE</p> <p>LINK TO ENGLISH: A brief introduction to Volcanoes and earthquakes linking to Science/rock types. Different layers of the earth- crust, core, inner core, magma, volcano, earthquake, tremor</p>		<p>the UK and describe features studied.</p> <ul style="list-style-type: none"> Model of route including vocab and features. <p>Human Geography</p> <ul style="list-style-type: none"> Describe the human geography of their locality- Harlow. <p>Enquiry and Communication</p> <ul style="list-style-type: none"> Observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <div data-bbox="2065 793 2220 947">  </div> <p>Sustainable and inclusive outdoor areas.</p>	
<p>COMPUTING Teach Computing</p>	<p>Creating media - Animation</p> <ul style="list-style-type: none"> To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To evaluate the impact of adding other media to an animation - link to desktop publishing. 	<p>Computer Systems and Networks - Connecting computers</p> <ul style="list-style-type: none"> To identify input and output devices To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network 	<p>E-Safety</p> <ul style="list-style-type: none"> (Safer Internet Day February) Use technology safely and respectfully keeping personal information private. Use technology safely and recognise acceptable and unacceptable behaviour. <p>Coding and Programming</p> <ul style="list-style-type: none"> To identify that commands have an outcome To recognise that a sequence of commands can have an order To create a project from a task description 	<p>Word Processing</p> <ul style="list-style-type: none"> Using word and Publisher Change fonts, text size, colour Text Boxes Bullet points To edit texts by changing positions and text effects To insert an image into a text <p>(Recipes for cook books)</p>		<p>Data and Information - Branching databases</p> <ul style="list-style-type: none"> To create questions with yes/no answers To create a branching database To identify objects using a branching database To compare the information shown in a pictogram with a branching database
<p>DESIGN AND</p>				<p>Food Technology - Sensational Soups (Healthy Eating Week and linked to Science objectives.) Investigating</p>	<p>Mechanisms-Pneumatics Design</p>	

TECHNOLOGY

what can be done with left overs and sustainable cooking.

- Explore the 5 key food groups.
- Learn about nutrition in the food we eat.

Design

- Use research for design ideas (including food tasting of soups and vegetable crisps in small hall)
- Show design meets a range of requirements and is fit for purpose
- Begin to create own design criteria and have at least one idea about how to create the product- Soup ingredients and what could be done with the left overs.
- Include an annotated sketch

Make and Skills:

- Cutting skills: use serrated knives/graters to cut hard foods eg carrots, onions
- Serving and garnishing: begin to understand appropriate portion sizes
- Food safety: know how to get ready to cook
- Recipes and ingredients: recognise and name a broad range of ingredients

Evaluate

- Use the design criteria to evaluate the finished product
- Say what I would change to make design better
- Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they

- Use research for design ideas
- Show the design meets a range of requirements and is fit for purpose
- Begin to create their own design criteria
- Have at least one idea about how to create a product and suggest improvements for design.
- Produce a plan and explain it to others
- Say how realistic the plan is.
- Include an annotated sketch

Make



- Make and explain design decisions considering availability of resources
- Explain how the product will work
- Look at the design criteria while designing and making

Evaluate

- Use the design criteria to evaluate the finished product
- Say what I would change to make design better
- Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
- Begin to understand by whom, when and where products were designed
- Learn about some inventors/designers/engineers/chefs/manufacturers of ground breaking products




Skills:

- Investigate the use of levers/linkages to create more complex movement (e.g. in toys that mouths open) Explore the effect of fixed and loose pivots on movement or pneumatic.

				<p>have been made, fit for purpose</p> <ul style="list-style-type: none"> • Begin to understand by whom, when and where products were designed • Learn about some inventors/designers/engineers/chefs/manufacturers of ground breaking products 			
<p style="text-align: center; color: blue; font-weight: bold;">ART</p>	<p>3D Form - Canopic Jars</p> <p>Artist: Ashraf Hanna</p>  <ul style="list-style-type: none"> • Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with support. <ul style="list-style-type: none"> • Explore sculpture and discuss different sculptures and their purpose. • Manipulate clay for a variety of purposes. Develop rolling, pulling, pinching, smoothing, joining and carving skills. Use clay tools to create pattern, design, and texture on the clay. <p>BUSINESS LINK: Visiting ceramicist</p>				<p>Drawing - Botanical drawing</p> <p>Artist: Leonardo Da Vinci</p>  <ul style="list-style-type: none"> • Experiment with different drawing styles including stippling, hatching, and cross-hatching, back and forth stroke, scumbling and smudging. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 		
	<p>Review and Evaluate</p> <ul style="list-style-type: none"> • Use sketchbooks to record their observations and use them to review and revisit ideas. • Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. • Question and make observations about starting points and select ideas for use in their work, annotating in sketchbooks with increasing independence. • Think about their Art work, saying what they like and what they would like to improve. <p>Artist Appraisals:</p> <ul style="list-style-type: none"> • Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. • Evaluate and analyse creative works using the language of art, craft and design. • Imitate the work of famous artists, illustrators or sculptors using the same and different media. • Compare the work of different artists, share opinions. 						
<p style="text-align: center; color: blue; font-weight: bold;">PSHE</p> <p style="text-align: center; color: blue;">Happy Mind, Happy Me</p>	<p>My Wider World</p> <ul style="list-style-type: none"> • To understand that their community can be different to that of others. • To begin to think about the different 	<p>Belonging</p> <ul style="list-style-type: none"> • To be able to understand the different features of what makes a good school. <ul style="list-style-type: none"> • To be able to understand that all families are different. 	<p>Friendships</p> <ul style="list-style-type: none"> • To be able to identify positive characteristics they would like to see in a good friend. • To be able to recognise a range of emotions and understand that their thoughts and emotions may differ to others. 	<p>Health and Wellbeing (Science)</p> <ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods. • How to maintain good oral hygiene (including regular brushing and flossing) and 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. 		

	<p>communities to which they belong and their identity in these communities.</p> <ul style="list-style-type: none"> To build on their knowledge of what it means to be connected to others and how this can support them. To begin to consider how they can show gratitude towards others. To understand why it's important to look after their whole school environment. To know the difference between rights and responsibilities. <p>Zones Recap</p>	<ul style="list-style-type: none"> To be able to identify people who are important to them and why. To be able to identify what it means to feel 'safe' and happy. To be able to discuss ways in which they could help others to feel like they belong. To be able to reflect on prior learning. 	<ul style="list-style-type: none"> To be able to identify and discuss the importance of working together and cooperating and be able to identify what this could look like. To be able to explain the importance of being kind and helping each other in a range of situations. To be able to consider the importance of forgiveness and how to make things right. 	<p>the importance of regular visits to the dentist.</p> <ul style="list-style-type: none"> How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health. How people make choices about what to eat and drink, including who or what influences these. How, when and where to ask for advice and help about healthy eating and dental care. <p>HEALTHY EATING WEEK- SENSATIONAL SALADS</p>	<ul style="list-style-type: none"> How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. What to do in an emergency, including calling for help and speaking to the emergency services. <p>Relationship and Sexual Education</p> <ul style="list-style-type: none"> That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) To name different body parts <p>ROAD SAFETY WEEK (River trip)</p>	
<p>RE</p>		<p>Theology: Thinking through believing</p> <p>What is the Trinity? (Christianity)</p> <ul style="list-style-type: none"> Show awareness of the Biblical origins of Christian teachings of the Trinity. Identify different types/genres of writing within the Bible. Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). Identify how Christian baptism uses and expresses the doctrine of Trinity. 	<p>Human/Social Sciences: Thinking through living</p> <p>What difference does being a Muslim make to daily life? (Islam)</p> <ul style="list-style-type: none"> Identify how a person's beliefs and actions align them with the religion Islam. Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 			<p>Philosophy: Thinking through thinking</p> <p>What is Philosophy? How do people make moral decisions? (Christianity and Humanism)</p> <ul style="list-style-type: none"> Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. * Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

		<ul style="list-style-type: none"> Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. 				
<p style="text-align: center;">PHYSICAL EDUCATION</p>	<p>Outdoor Football</p> <ul style="list-style-type: none"> To practise dribbling, defending, attacking and passing. To understand the basic rules of invasion games. To vary skills, actions and ideas and link these in different ways to suit different activities 	<p>Outdoor Cross Country</p> <ul style="list-style-type: none"> Run at speed over a distance long or short according to pupils ability. Develop flexibility, strength, technique and control when running. Analyse, modify and refine skills and techniques and how these are applied. 	<p>Outdoor Netball, tag rugby</p> <ul style="list-style-type: none"> To practise defending, attacking and passing. To understand the basic rules of invasion games, such as netball and tag rugby To run at speed over a distance long or short according to pupils ability To develop flexibility, strength, technique and control when running. To analyse, modify and refine skills and techniques and how these are applied. 	<p>Outdoor Netball and tag rugby</p> <ul style="list-style-type: none"> To practise dribbling, defending, attacking and passing. To understand the basic rules of invasion games, such as netball and tag rugby To analyse, modify and refine skills and techniques and how these are applied. 	<p>Outdoor Rapid fire cricket and tennis</p> <ul style="list-style-type: none"> To learn the rules of rapid fire cricket. To throw and catch a cricket ball accurately To bowl a ball with the correct speed and height To hit a ball with a cricket bat. 	<p>Outdoor Rapid fire cricket and tennis</p> <ul style="list-style-type: none"> Rapid Fire Cricket- to learn the rules of rapid fire cricket. To throw and catch a cricket ball accurately. To bowl a ball with the correct speed and height To hit a ball with a cricket bat.
	<p>Indoor Multi Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique and control when running, throwing and jumping. To analyse, modify and refine skills and techniques and how these are applied. 	<p>Indoor Sportshall Athletics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique and control when running, throwing and jumping. Analyse, modify and refine skills and techniques and how these are applied. 	<p>Indoor Dance (Alice in Wonderland)</p> <ul style="list-style-type: none"> To sequence a range of dance moves. To move in time to music. To move into different positions and different formations creating a dance throughout a piece of music. To comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance 	<p>Indoor Gymnastics</p> <ul style="list-style-type: none"> To practise key steps gymnastics positions. To make a routine of different gymnastics positions. Various heights, rolls and jumps. To use a vault- take off and landing using control and consistency in different levels. To accurately make the following rolls: straight roll, teddy Bear roll, front roll tuck roll, back roll To make a sequence on the floor and on the apparatus and then link the sequences together. To compare and contrast his/her performance with others 	<p>Indoor Gymnastics</p> <ul style="list-style-type: none"> To practise key steps gymnastics positions. To make a routine of different gymnastics positions. Various heights, rolls and jumps. To use a vault- take off and landing using control and consistency in different levels. To accurately make the following rolls: straight roll, teddy Bear roll, front roll tuck roll, back roll To make a sequence on the floor and on the apparatus and then link the sequences together. To compare and contrast his/her performance with others 	<p>Indoor Dance</p> <ul style="list-style-type: none"> To sequence a range of dance moves. To move in time to music. To move into different positions and different formations creating a dance throughout a piece of music. To comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance
<p style="text-align: center;">FRENCH</p>	<p>La Date</p>		<p>Je me presente</p>		<p>La famille</p>	

<p>Language Angels</p>	<p>Listening</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding. <p>Speaking</p> <ul style="list-style-type: none"> To present ideas and information orally to a partner or small group To ask and answer questions <p>Reading</p> <ul style="list-style-type: none"> To read carefully and show understanding of words and phrases. <p>Writing</p> <ul style="list-style-type: none"> To write words and some sentences with a pronoun, verb, adjective and noun that describe people, places objects 					
<p>MUSIC Charanga Sing Up Songs for Musicianship Music Mondays</p>	<p>Songs for Musicianship:</p> <ul style="list-style-type: none"> Understand the importance of working together as part of an ensemble or group. Develop an understanding of the importance of vocal warm ups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality. Sing songs and begin to consider how the melody and words should be interpreted. Sing in tune within limited pitch range with a good sense of pulse and rhythm. Focus song: Kaeru No Uta 	<p>Perform and Share:</p> <ul style="list-style-type: none"> Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy. Practise, rehearse and present performances with awareness of audience, appreciating that this can influence how the music is presented. Watch a recording and/or discuss performances. Offer respectful comments and feedback about others, considering areas to improve. 	<p>Improvisation:</p> <ul style="list-style-type: none"> Explore and create simple musical sounds with voices and instruments. <p>Composition:</p> <ul style="list-style-type: none"> Create more complex tunes, choosing, combining and organising patterns and musical ideas. Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc) or with formal notation. Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre). 	<p>Games:</p> <ul style="list-style-type: none"> They can find the pulse in music through body movement and relate this to other dimensions. They can take part in games and activities to demonstrate their understanding of pulse, pitch and rhythm and their differences. They can also improvise using these and their voices. <p>Playing Instruments (Instrument Focus - Glockenspiel):</p> <ul style="list-style-type: none"> Continue to explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical cues (starting and stopping), following a conductor or leader. 		
<p>GLOBAL LEARNING LINKS</p>	<p>AFFORDABLE AND SUSTAINABLE TRANSPORT SYSTEMS</p>  <p>Black History month</p>	<p>World Children's Week</p>  <p>Christmas around the world</p>	 <p>International Women's Day</p>		<p>Earth Day</p>	<p>International Day of Play</p>
<p>LIFE SKILLS</p>	<p>Sweeping the floor using broom/dustpan</p>			<p>Peeling, chopping and grating fruit and vegetables for a salad</p>		<p>Sewing a button on/ mending clothes</p>

VISITS / TRIPS	Egyptian Workshop- in school, no cost required.	Pantomime Approx: £18			Verulamium Roman Museum, St. Albans Wednesday 7th May 2024 Approx: £22	River Walk to the Town Park Approx: £3
Authentic Outcomes		Stop Motion films		Class Cook Books for Salads		New Harlow outdoor spaces presentations