

Team 3 Curriculum Yearly Overview

Topics	Stone Age to Iron Age	Ancient Egypt	Ancient Egypt	Rivers
Subject	Block 1	Block 2	Block 3	Block 4
English	<p>Poetry: Haiku Fiction : <i>'After the Fall'</i>-Fables Non-fiction 1: 'Seal surfer'-recount letter Non-fiction 2: Information text</p>	<p>Poetry: Narrative Fiction: <i>'Winter's Child'</i>-fantasy story Non-fiction: <i>'Big Blue Whale'</i> - Persuasion</p>	<p>Poetry: List poems Fiction: <i>'Escape from Pompeii'</i>- historical narrative Non-fiction: <i>'Snowdragon'</i>- non-chronological report</p>	<p>Poetry: Free verse Fiction: <i>'Journey'</i> – Adventure/ journey story Non-fiction: Instructions</p>
Maths	<p><u>Mastery, Problem Solving and Reasoning</u> Place Value Addition Subtraction</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Multiplication Division Measurement: Money Statistics</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Statistics Measurement: Length and Perimeter Fractions</p>	<p><u>Mastery, Problem Solving and Reasoning</u> Fractions Measurement: Time Geometry: Shape Measurement: Mass and Capacity</p>
Science	<p><u>Working Scientifically</u></p> <p><u>Rocks</u> I can compare and group together different kinds of rocks on the basis of their appearances and simple physical properties. I can describe in simple terms</p>	<p><u>Working Scientifically</u></p> <p><u>Forces</u> I can compare how things move on different surfaces. I can notice that some forces need contact between two objects but magnetic forces can act</p>	<p><u>Working Scientifically</u></p> <p><u>Light</u> I can recognise that light is needed in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light</p>	<p><u>Working Scientifically</u></p> <p><u>Plants</u> I can identify and describe the functions of different parts of flowering plants. I can explore the requirements of plants for life and growth and how they vary from plant to plant I can investigate the way in which</p>

	<p>how fossils are formed when things that have lived are trapped within rock.</p> <p>I recognise that soils are made from rocks and organic matter.</p>	<p>at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can 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>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>water is transported within a plant.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals</p> <p>I can identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
History	<p><u>Stone Age to Iron Age</u></p> <p>I can understand that the past is divided into differently named periods of time and use some dates to explain British history.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>I can present recalled or selected information in a</p>	<p><u>Ancient Egypt</u></p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>I can present recalled or selected information in a variety of ways using specialist terms.</p> <p>I can give a few reasons for and the results of the main events and</p>		

	<p>variety of ways using specialist terms.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain.</p>	<p>changes of a time studied.</p> <p>I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p>		
<p>Geography</p>		<p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I can use a globe & maps to name/ locate counties & cities of the UK, geog regions & identifying physical/ human characteristics, incl. cities, rivers, mountains, hills key topographical features, land-use patterns;</p> <p>I understand how some aspects have changed over time.</p> <p>I can use aerial photos and satellite images</p>		<p>I can use resources of evidence and I can use sources of information to respond to a range of questions.</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I can use a globe & maps & some OS symbols on maps (1:1250, 1:2500 and 1:10000) to name/ locate counties & cities of the UK, geog regions & identifying physical/ human characteristics, incl. cities, rivers, mountains, hills key topographical features, land-use patterns; I understand how some aspects have changed over time.</p> <p>I can use simple grids with letter /number & 4-figure coordinates to locate features</p> <p>I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>I can use aerial photos and</p>

				<p>satellite images</p> <p>I can use oblique aerial views.</p> <p>I can begin to use smaller scale aerial view.</p>
RE	<p>Christianity</p> <p>Worship -Why is worship an important part of faith?</p> <p>Pupils will have an understanding of how different Christians around the world worship.</p>	<p>Christianity – What does Incarnation mean for Christians?</p> <p>I can retell the Christmas story and explain what it means to Christians and what how it is viewed as Good News.</p>	<p>Islam – What do Muslims believe about Allah?</p> <p>I can recall some of the 99 names of Allah and explain what they mean. I can tell you about the Angels who record the good deeds of Muslims.</p>	<p>Why are Muhammad and the Qur’an important to Muslims?</p> <p>I understand how Muhammad’s (pbuh) words and actions affect the way Muslims lead their lives. Reflect on the importance of times of quiet and contemplation.</p>
<p>PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)</p>	<p>Democracy, Rule of Law</p> <p>Election of school councilors</p> <p>I am learning to develop respect and understanding of English law and democracy.</p> <p>Creation of class charters</p> <p>Anti-bullying</p> <p>Go Givers</p> <p>Rules</p> <p>Peer Pressure</p> <p>Mediation</p> <p>Equality</p> <p>“We’re all wonders” RJ Palacio</p> <p>LO: To use my pupil voice</p> <p>My Happy Mind</p> <p>Module 2: Meet Your Brain</p> <p>Module 3: Celebrate</p>	<p>Individual Liberty</p> <p>Christmas</p> <p>E-Safety</p> <p>Go Givers</p> <p>Peer pressure: it’s your choice</p> <p>Children’s Needs: roots and wings</p> <p>It’s a dog’s life</p> <p>Equality</p> <p>“The Hueys in the New Jumper” Oliver Jeffers</p> <p>LO: To use strategies to help someone who feels different</p> <p>My Happy Mind</p> <p>Module 4: Appreciate</p>	<p>Tolerance and Mutual Respect</p> <p>Fairtrade</p> <p>Chinese New Year</p> <p>Charity focus</p> <p>Go Givers</p> <p>The Earth In our Hands</p> <p>Ghandhi: Great Soul</p> <p>Respect</p> <p>Equality</p> <p>“Beegu” Alexis Deacon</p> <p>LO: To be welcoming</p> <p>“Two Monsters” David McKee</p> <p>LO: To find a solution to a problem</p> <p>My Happy Mind</p> <p>Module 5: Relate</p>	<p>SRE, Drugs Education</p> <p>School Council meet governors</p> <p>Christopher Winters Project</p> <p>Drugs education</p> <p>Go Givers</p> <p>Chicken Soup</p> <p>Equality</p> <p>“This is Our House” Michael Rosen</p> <p>LO: To understand what discrimination means</p> <p>My Happy Mind</p> <p>Module 6: Engage</p>

<p>Computing</p>	<p>Digital Literacy</p> <p>I can read, explain the meaning and then sign both KS2 GDPR documents</p> <p>I can explain whether a website contains fiction/non-fiction</p> <p>I can explain how to search for data/ information on a website (word order/capitals changes 'hits'). (Google).</p> <p>I can explain how we decide whether or not to believe a statement on websites deciding if they are fact or opinion.</p> <p>I can explain why people use passwords and learn the benefits of a strong password (Howsecreismypassword.net)</p> <p>I can understand and explain that any data/information posted on the internet can be accessed by anybody in the world and that this digital footprint is stored online</p> <p>I can understand and explain behaviours that are acceptable on the internet and those that aren't (posting private information, sending pictures to strangers or hurtful</p>	<p>Information Technology</p> <p>I can take photographs and experiment with different viewpoints (Ipod or iPad Camera)</p> <p>I can download a photograph to a programme (Word on the Computer or Note on the iPads).</p> <p>I can select what data/information and pictures are appropriate to include in an email (iPad Camera).</p> <p>I can write an email to a selected recipient and learn where to place the subject and recipient's email address (Father Christmas).</p> <p>Digital Literacy</p> <p>I can explain whether a website contains fiction/non-fiction</p> <p>I can explain how to search for data/ information on a website (word order/capitals changes 'hits'). (Google).</p> <p>I can explain how we decide whether or not to believe a statement on websites deciding if they</p>	<p>Computer Science</p> <p>I can use the term 'Algorithm' and understand that this simply means instructions.</p> <p>I can plan a sequence of algorithms to control movement on a toy/programme (Lego WeDo 2.0 on the iPads and the corresponding Lego trays).</p> <p>I can decompose algorithms by breaking them down into small parts to test and try.</p> <p>I can evaluate algorithms to see if they work and debug them.</p> <p>I can review and change an algorithm (make amendments so that it works).</p> <p>Digital Literacy</p> <p>I can explain whether a website contains fiction/non-fiction</p> <p>I can explain how to search for data/ information on a website (word order/capitals changes 'hits'). (Google).</p>	<p>Digital Literacy</p> <p>I can explain whether a website contains fiction/non-fiction</p> <p>I can explain how to search for data/ information on a website (word order/capitals changes 'hits'). (Google).</p> <p>I can explain how we decide whether or not to believe a statement on websites deciding if they are fact or opinion.</p> <p>I can explain why people use passwords and learn the benefits of a strong password (Howsecreismypassword.net)</p> <p>I can understand and explain that any data/information posted on the internet can be accessed by anybody in the world and that this digital footprint is stored online</p> <p>I can understand and explain behaviours that are acceptable on the internet and those that aren't (posting private information, sending pictures to strangers or hurtful email/Twitter messages).</p> <p>Information Technology</p> <p>I can take photographs and experiment with different viewpoints (Ipod or iPad Camera)</p> <p>I can download a photograph to a</p>
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	<p>email/Twitter messages).</p>	<p>are fact or opinion. I can understand and explain that any data/information posted on the internet can be accessed by anybody in the world and that this digital footprint is stored online I can understand and explain behaviours that are acceptable on the internet and those that aren't (posting private information, sending pictures to strangers or hurtful email/Twitter messages).</p>	<p>I can explain how we decide whether or not to believe a statement on websites deciding if they are fact or opinion. I can understand and explain that any data/information posted on the internet can be accessed by anybody in the world and that this digital footprint is stored online I can understand and explain behaviours that are acceptable on the internet and those that aren't (posting private information, sending pictures to strangers or hurtful email/Twitter messages).</p>	<p>programme (Word on the Computer or Note on the iPads). I can select what data/information and pictures are appropriate to include in an email (iPad Camera). I can write an email to a selected recipient and learn where to place the subject and recipient's email address (Father Christmas).</p>
PE	<p><u>Invasion Games</u> I can understand tactics and composition by starting to vary how I respond I can communicate with others during game situations. I can use skills with coordination and control I can develop my own games with rules I can work will in groups to</p>	<p><u>OAA</u> I can develop listening skills I can create simple body shapes I can listen to instructions from a partner/adult I can begin to think activities through and problem solve</p>	<p><u>Net/Wall</u> I can understand tactics and composition by starting to vary how I respond I can use skills with coordination and control I can develop my own games with rules I can begin to understand how to compete with</p>	<p><u>Striking and Fielding</u> I can bat, bowl and field with better control; When fielding, I make it difficult for batters to score runs I can explain what I do well in striking and fielding games I play games that are not interrupted by arguments I can field the ball successfully</p>

	<p>develop various games I can begin to understand how to compete with each other in a controlled manner I can begin to select resources independently to carry out different skills.</p> <p><u>Gymnastics 2</u></p> <p>I can perform different body shapes in my balances I can balance on the floor, on a mat and on apparatus I can link 2 balances I can make up and perform a sequence on the floor I can perform my floor sequence on apparatus I can perform my sequence with good control of my body shapes and actions I can perform my floor sequence on apparatus I can observe others' sequences and compare them to my own sequence I can make up and perform a sequence which has a clear beginning, middle and end I can demonstrate to others I can use their feedback to practise and improve my</p>	<p>I can discuss and work with others in a group I can demonstrate an understanding of how to stay safe</p> <p><u>Dance</u></p> <p>I can begin to improvise independently to create a simple dance I can begin to improvise with a partner to create a simple dance I can translate ideas from stimuli into movement with support I can begin to compare and adapt movements a motif to create a larger sequence. I can use simple dance vocabulary to compare and improve work</p>	<p>each other in a controlled manner I can explain why it is important to warm properly.</p> <p>I can play games that are not interrupted by arguments; I can return an object with more consistently;</p> <p>I can explain why it is important to warm properly.</p> <p>I can strike a ball successfully I can explain what I am best at in playing net and wall games, and what I need to practice most to improve,</p> <p>I can devise and play my own net and wall game which includes a scoring system.</p> <p><u>Swimming</u></p> <p>I can swim completely,</p>	<p>I can explain why it is important to warm properly I play games that are not interrupted by arguments I can score runs without getting run out When fielding, I stand in positions that make it hard for batters to score runs I can strike a ball successfully and catch and throw it accurately I can field in different position I can explain what I am best at in playing striking and fielding games, and what I need to practice most to improve I can devise and play my own striking and fielding game which includes a scoring system I can catch the ball more consistently I can make up my own cool down activity I can teach my striking and fielding game to others I can play games that are not interrupted by arguments.</p> <p><u>Athletics</u></p> <p>I can understand the need to warm up and cool down I can pace myself so I can sustain running for up to 1 minute</p>
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	<p>performance</p> <p>I can make up and perform a sequence with my partner</p> <p>I can perform a sequence with my partner that has a clear beginning, middle and end</p> <p>I can demonstrate to a partner/others</p>		<p>confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>I can understand the basic technique for distance running</p> <p>I can observe others' running technique and suggest ways of improving</p> <p>I can perform jumps for distance with different take-offs and landings</p> <p>I can select different take-offs and landings</p> <p>I can understand the basic technique for jumping for distance</p> <p>I can observe others' jumping and suggest ways of improving technique</p> <p>I can perform a push throw for distance, with accuracy</p> <p>I can understand the basic principles and technique of a push throw</p> <p>I can link different actions with a push throw</p> <p>I can observe others' throwing and make simple suggestions for improvement</p> <p>I can select starting positions and body actions to maximise speed</p> <p>I can react quickly to a stimulus/command</p> <p>I can understand the basic technique for running at speed</p> <p>I can observe others' running actions</p>
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				<p>I can perform combination jumps with different take-offs and landings</p> <p>I can select different combinations of jumps</p> <p>I can understand the basic technique for combination jumps for distance</p> <p>I can perform a pull throw for distance, with accuracy</p> <p>I can understand the basic principles and technique of a pull throw</p> <p>I can link different actions with a pull throw</p>
Art	<p>Painting</p> <p>I can predict and mix a range of colours.</p> <p>I can use a range of brushes to create different effects.</p> <p>Knowledge</p> <p>I can explore work from other cultures.</p> <p>I can explore work from other periods of time.</p> <p>I can begin 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.</p> <p>Drawing (pencils, pastels, charcoals)</p> <p>I can how facial expressions in</p>	<p>Painting</p> <p>I can predict and mix a range of colours.</p> <p>I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects.</p> <p>I can show facial expressions in my drawings</p> <p>IT</p> <p>I can use the web to research an artist or style of art.</p> <p>Knowledge</p>	<p>3D</p> <p>I can add onto my work to create texture and shape.</p> <p>I can work with life size materials.</p> <p>Painting</p> <p>I can predict and mix a range of colours</p> <p>I can use my sketches to produce a final piece of work.</p> <p>I can write an explanation of my sketch in notes.</p> <p>I can use the web to research an artist or style of art.</p> <p>I can explore work from other cultures.</p>	<p>Collage</p> <p>I can cut very accurately.</p> <p>I can overlap materials.</p> <p>I can experiment using different colours.</p> <p>Textiles</p> <p>I can use more than one type of stitch.</p> <p>I can join fabric together to form a quilt using padding.</p> <p>I can use sewing to add detail to a piece of work.</p> <p>I can add texture to a piece of work.</p>

	<p>my drawings. I can use my sketches to produce a final piece of work. I can write an explanation of my sketch in notes. I can use different grades of pencil shade, to show different tones and texture.</p> <p>Printing I can make a printing block. I can make a 2 colour print. I can create a print design.</p>	<p>I can explore work from other cultures. I can explore work from other periods of time.</p>	<p>IT I can use the web to research an artist or style of art. Knowledge I can compare the work of different artists.</p>	
DT	<p>I can put together a step-by-step plan which shows the order and also what equipment and tools are needed. I can describe my design using an accurately labelled sketch and words. I can evaluate how realistic my plan is. I can explain what I changed which made my design even better. I can select the most appropriate materials. I can join materials. I can show that my design meets a range of requirements.</p>	<p>I can join textiles of different types in different ways. I can choose textiles both for their appearance and also qualities. I can put together a step-by-step plan which shows the order and also what equipment and tools are needed. I can describe my design using an accurately labelled sketch and words. I can explain what I changed which made my design even better.</p>	<p>I can work accurately to make cuts and holes. I can select the most appropriate tools and techniques to use for a given task. I can make a product which uses both electrical and mechanical components. I can use a simple circuit. I can use a number of components. I can put together a step-by-step plan which shows the order and also what equipment and tools are needed. I can describe my design using an accurately</p>	<p>I can choose the right ingredients for a product. I can use equipment safely. I can use a range of cooking techniques. I can make sure that my product looks attractive. I can describe how I combined ingredients together. I can set out to grow plants such as cress and herbs from seed with the intention of using them for my food product. I can understand that products grow seasonally. I can prepare and cook a simple savoury dish. I can put together a step-by-step plan which shows the order and also what equipment and tools</p>

			<p>labelled sketch and words.</p> <p>I can explain what I changed which made my design even better.</p> <p>I can show that my design meets a range of requirements.</p> <p>I can set out to grow plants such as cress and herbs from seed with the intention of using them for my food product.</p>	<p>are needed.</p> <p>I can describe my design using an accurately labelled sketch and words.</p> <p>I can explain what I changed which made my design even better.</p>
Music	<p>Performing</p> <p>I can sing in tune with expression.</p> <p>I can control my voice when singing.</p>	<p>Performing</p> <p>I can sing in tune with expression.</p> <p>I can control my voice when singing.</p> <p>I can play clear notes on instruments.</p> <p>I can work with a partner to create a piece of music using more than one instrument.</p> <p>Composing</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies</p>	<p>Performing</p> <p>I can sing in tune with expression.</p> <p>I can control my voice when singing.</p>	<p>Performing</p> <p>I can sing in tune with expression.</p> <p>I can control my voice when singing.</p> <p>I can play clear notes on instruments.</p> <p>I can work with a partner to create a piece of music using more than one instrument.</p> <p>Composing</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to</p>

		<p>and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. I can understand how the use of tempo can provide contrast within a piece of music.</p> <p>Appraising I can listen with attention to detail recognizing some instruments. I can recognize the work of at least one famous composer.</p>		<p>create a specific mood or feeling. I can understand how the use of tempo can provide contrast within a piece of music.</p> <p>Appraising I can listen with attention to detail recognizing some instruments I can recognise the work of at least one famous composer.</p>
French	<p>I can say several finger rhymes from memory; I can sing some traditional French songs from memory. I can use my knowledge of English to help me understand French I can join in with some phrases in a story or song I can count sets of objects I can spell some French words. I can memorise sequences of words. I can recognise some typical</p>	<p>I can say several finger rhymes from memory; I can sing some traditional French songs from memory; I can listen to a story in French; I can use the illustrations and my experience of similar stories to help me understand a story in French; I can watch a French DVD; I can listen to a</p>	<p>I can say several finger rhymes from memory; I can sing some traditional French songs from memory; I can listen to a story in French; I can use the illustrations and my experience of similar stories to help me understand a story in French; I can enjoy reading French story books by myself; I can use my knowledge</p>	<p>I can say several finger rhymes from memory; I can sing some traditional French songs from memory; I can listen to a story in French; I can use the illustrations and my experience of similar stories to help me understand a story in French; I can enjoy reading French story books by myself; I can use my knowledge of English to help me understand French; I can watch a French DVD;</p>

	<p>French names. I can use webcams and websites to make a virtual visit to Paris.</p>	<p>French singer on a CD; I can join in with some phrases in a story or song; I can identify rhyming words in a song count sets of objects; I can listen to and join in with stories, songs and finger rhymes; I can read some phrases in a story book; I can spell some French words; I can memorise sequences of words; I can talk about some celebrations that are special for me and for other people; I can recognise some typical French names; I can use webcams and websites to make a virtual visit to Paris; I can recognise parts of Paris from photographs; I can recognise music composed by Debussy;</p>	<p>of English to help me understand French; I can watch a French DVD; I can listen to a French singer on a CD; I can count how many times I hear a particular word in a song or story; I can join in with some phrases in a story or song; I can identify rhyming words in a song I can count sets of objects listen to and join in with stories, songs and finger rhymes; I can read some phrases in a story book; I can spell some French words; I can memorise sequences of words; I can build a simple sentence; I can identify and use some simple punctuation; I can count up to 31; I can talk about some celebrations that are special for me and for other people; I can recognise some typical French names; I can use webcams and</p>	<p>I can listen to a French singer on a CD; I can count how many times I hear a particular word in a song or story; I can join in with some phrases in a story or song; I can identify rhyming words in a song I can count sets of objects listen to and join in with stories, songs and finger rhymes; I can read some phrases in a story book; I can read a recipe from a recipe book; I can find French and English headwords in a bilingual dictionary; I can spell some French words; I can memorise sequences of words; I can build a simple sentence; I can identify and use some simple punctuation; I can count up to 31; I can say the 2 x table; I can talk about some celebrations that are special for me and for other people; I can recognise some typical French names; I can use webcams and websites to make a virtual visit to Paris;</p>
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			<p>websites to make a virtual visit to Paris; I can recognise parts of Paris from photographs; I can recognise music composed by Debussy; I can recognise some paintings by Monet and Renoir; I can participate in performing traditional French dances, Farandole and Jean Petit.</p>	<p>I can recognise parts of Paris from photographs; I can recognise music composed by Debussy; I can recognise some paintings by Monet and Renoir; I can participate in performing traditional French dances, Farandole and Jean Petit.</p>
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