**Year** **Three Curriculum Map**

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| **Subject** | **Autumn** | **Spring** | **Summer** |
| **Literacy** | **Genre**  Fiction – significant author Roald Dahl  Humorous poems  Non-chronological reports  Instructions/explanations  Fiction – familiar settings (School)  **Grammar**  A or an?  Word families  Expanded noun phrases  Powerful verbs  Direct speech  Paragraphing  Prepositions  Choosing nouns / pronouns to avoid repetition  **Punctuation**  Revise full stops, capital letters, commas, exclamation marks, question marks, Commas in a list  Direct speech – Inverted commas  Possessive apostrophes  **Spelling**  Words where ‘ou’ makes an /ow/ sound  Words where ‘ou’ makes a /u/ sound  Words where ‘y’ makes an /i/ sound  Words ending in ‘- sure’  Words ending in ‘- ture  Challenge (Statutory) words  Words with the prefix ’re-’  Words with the prefix ’dis-’  Words with the prefix ’mis-’  Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words  Words where ‘- ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words  Challenge (Statutory) words  **Class Text(s)**  Charlie and the Chocolate Factory (Roald Dahl) and Bill’s New Frock (Anne Fine) | **Genre**  Adventure stories  Non-chronological reports  Letters  Aesop’s Fables  Performance poetry  **Grammar**  Prefixes  Fronted adverbials  Powerful verbs  Direct speech  Present perfect and simple past tense  Paragraphing  Headings / Subheadings  Poetic language (onomatopoeia, personification, alliteration etc.)  **Punctuation**  Revise full stops, capital letters, commas, exclamation marks, question marks, Commas in a list  Direct speech - Inverted commas  Possessive apostrophes  **Spelling**  Words with the ‘ai’ digraph  Words with the ‘ei’ digraph  Words where ‘ey’ makes an /ai/ sound  Adding the suffix ‘– ly  Words that are homophone  Challenge (Statutory) words  Words ending in ‘al’  Words ending in ‘le’  Adding ‘–ly’ when the root word ends in ‘-le  Adding ‘-ally’ when the root word ends in ‘-ic’  Adding ‘–ly’ when the words do not follow the spelling patterns  Challenge (Statutory) words  **Class Text**  The Hodgeheg (Dick King Smith) | **Genre**  Fantasy / Sci – Fi stories  Persuasive writing  Classic poems  Play scripts  Recounts  **Grammar**  Conjunctions, adverbs and prepositions – time, place and cause  Compound and complex sentences  Subordinate clauses  Present perfect tense  **Punctuation**  Revise full stops, capital letters, commas, exclamation marks, question marks, Commas in a list  Direct speech - Inverted commas  Possessive apostrophes  **Spelling**  Words ending in ‘- er’ when the root word ends in ‘ch’  Words where ‘ch’ makes a /k/ sound  Words where ‘que’ makes a /k/ sound  Words where ‘sc’ makes a /s/ sound  Words that are homophones  Challenge (Statutory) words  Words that end in ‘sion’  Revision of all spelling patterns learned in Year 3  **Class Text**  The Iron Man (Ted Hughes) |
| **Numeracy** | **Place Value**  count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)  compare and order numbers up to 1,000  identify, represent and estimate numbers using different representations  read and write numbers up to 1,000 in numerals and in words  solve number problems and practical problems involving these idea  **Addition and Subtraction**  add and subtract numbers mentally, including:   * + a three-digit number and 1s   + a three-digit number and 10s   + a three-digit number and 100s   add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction  estimate the answer to a calculation and use inverse operations to check answers  solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  **Multiplication and Division**  **Recap**   * Count in steps of 2, 3 and 5 from 0, and in 10s from any number, • forward and backward (Y2)   Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)   * Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | **Multiplication and Division**  recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods  solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects  **Length and Perimeter**  measure, compare, add and subtract: lengths (m/cm/mm);  measure the perimeter of simple 2-D shapes  **Fractions**  count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators  recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  **Mass and Capacity**  measure, compare, add and subtract: mass (kg/g), volume/capacity (l/ml) | **Fractions**  recognise and show, using diagrams, equivalent fractions with small denominators  add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ]  compare and order unit fractions, and fractions with the same denominators  solve problems that involve all of the above  **Money**  add and subtract amounts of money to give change, using both £ and p in practical contexts  **Time**  tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour 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; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight  know the number of seconds in a minute and the number of days in each month, year and leap year  compare durations of events [for example, to calculate the time taken by particular events or tasks]  **Shape**  draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  recognise angles as a property of shape or a description of a turn  identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle  identify horizontal and vertical lines and pairs of perpendicular and parallel lines  **Statistics**  interpret and present data using bar charts, pictograms and tables  solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and table |
| **Science** | **Animals Including Humans**   * 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.   **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. | **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.   **Rocks**   * 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 * Recognise that soils are made from rocks and organic matter | **Plants**   * 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. |
| **Working Scientifically** - pupils should be taught to use practical scientific methods, processes and skills through the teaching of the programme of study above | * Asking relevant questions and using different types of scientific enquiries to answer them * Setting up simple practical enquiries, comparative and fair tests * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * 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. | | |
| **R.E** | **Signs and Symbols Across Religions**  **Practices and Ways of Life**   * Compare and contrast the practice of religion in the home in different religious communities * Investigate some key features of religious festivals and celebrations and identify similarities and differences   **Expressing Meaning**   * Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers   **Christian Festival- Christmas**  **Practices and Ways of Life**   * Investigate some key features of religious festivals and celebrations and identify similarities and differences | **Sikhism – Beliefs and Practises**  **Beliefs, Teaching and Sources**   * Explore the origins of sacred writings and consider their importance for believers today * Explore the life of key religious figures and make links with teachings and practices of special significance to followers   **Practices and Ways of Life**   * Identify the main features and patterns of an act of worship and talk about the importance of worship for believers * Investigate some key features of religious festivals and celebrations and identify similarities and differences   **Christian Festival – Easter**  **Practices and Ways of Life**   * Investigate some key features of religious festivals and celebrations and identify similarities and differences | **Islam – Beliefs and Practises**  **Beliefs, Teaching and Sources**   * Explore the origins of sacred writings and consider their importance for believers today * Explore the life of key religious figures and make links with teachings and practices of special significance to followers   **Practices and Ways of Life**   * Identify the main features and patterns of an act of worship and talk about the importance of worship for believers * Investigate some key features of religious festivals and celebrations and identify similarities and differences |
| **RE Ongoing Skills** | **Explore** Pupils demonstrate their developing religious vocabulary in describing some key features of some religions and identifying their differences. They can make links between beliefs, practices and sources, including religious stories and texts. They begin to identify the impact religion has on believers’ lives. They can describe some forms of religious expression.  **Engage** Pupils learn to ask important questions about values, commitments and beliefs, making links between their own and others’ responses, attitudes and behaviour.  **Reflect** Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They show an understanding of the implications of living in a diverse society | | |
| **P.E.** | **Skills:**  ***Gymnastics – Symmetry and Asymmetry***   * Introduction to symmetry * Introduction to asymmetry * Application of learning onto apparatus * Sequence formation * Sequence completion   ***Invasion Games –Football***   * Introduce/develop dribbling keeping control * Introduce passing and receiving * Combine dribbling and passing to create space   Develop passing, receiving and dribbling  ***Dance – Wild Animals***   * Responding to stimuli * Developing character dance into a motif * Developing sequences with a partner in character that show relationships * Extending sequences with a partner in character   ***Invasion Games – Netball***   * Introduce passing, receiving and creating space * Develop/combine passing and moving   Combine/develop passing and shooting  **Yoga:**  Yoga at schools – 3 Autumn 1 & 2 | **Skills:**  ***OAA – Communication and tactics***   * Creating and applying Simple tactics * Developing leadership * Developing communication as a team / collaborate effectively as a team * Create defending and attacking tactics as a team   ***Invasion games: Dodgeball***   * Developing changing direction * Introduce throwing with accuracy * Introduce catching Develop moving, changing direction at speed   Combine throwing and dodging  ***Dance – Weather***   * Responding to stimuli, extreme weather * Developing thematic dance into a motif * Extending dance to create sequences with a partner * Developing sequences with a partner   ***Invasion Games – Basketball***   * Introduce dribbling; keeping control * Introduce passing and receiving * Combine dribbling and passing to create space * Develop passing, receiving and   Dribbling  Introduce shooting  **Yoga:**  Yoga at schools – 3 Spring 1 & 2 | **Skills:**  ***Net and Wall – Tennis***   * Introduction tennis, outwitting an opponent * Creating space to win a point * Consolidate how to win a game introduce rackets * Introduce the forehand   ***Strike and Field – Cricket***   * Understand the concept of batting and fielding * Introduce throwing overarm * Introduce throwing underarm * Introduce catching * Striking with intent   ***Athletics:***   * Explore running for speed * Explore acceleration * Introduce /develop relay: * Running for speed in a team * Throwing: * Accuracy vs distance   Standing long jump  **Yoga:**  Yoga at schools – 3 Summer 1 & 2  **OAA**-  Cross curricular orienteering PE unit |
| **Music** | **Charanga Unit 1 & 2 themes**  **Let Your Spirit Fly** (RnB)  Explore the structure of the song  Find the pulse-move to the pulse.  Play and copy games using 2 notes  Singing in 2 parts  Play instrumental parts by ear and using notation (CDE)  Improvise using 3 notes (CDE)Compose a melody using simple rhythms from notes C, D, E or C, D, E, F, G  Perform to an audience.  Reflect on the unit  **Whole Class Recorder** | **Charanga units 3 and 4**  **Three Little Birds** (Reggae)  Listen to and appraise the song  Find the pulse and move in time  Singing in unison  Play and copy back games using C and D  Play instrumental parts with the song by ear and from notation  Improvise using 3 notes (CDE)  Compose a melody using simple rhythms from notes C, D, E or C, D, E, F, G  Perform to an audience.  Reflect on the unit  **The Dragon Song**  Work with the themes of kindness, respect, friendship, acceptance and happiness.  Appraise the song, identify instruments and voices  Play and copy games using 3 notes.  Singing in 2 parts  Play instrumental parts with the song by ear and using notation  Improvise using up to 3 notes (G, A, B)  Compose choosing notes from G, A and B or D, E, G, A and B  Decide how to perform this song and relay the important message.  Reflect on the unit  **Whole Class Recorder** | **Charanga Unit 5 and Review unit 6**  **Bringing Us Together** (Disco)  Listen to and appraise the song.  Identify instruments and voices.  Understand the message of the music. Find the pulse-move to the pulse.  Play and copy games using 2 notes  Singing in 2 parts  Play instrumental parts by ear and using notation (C, A, G)  Improvise using 2 notes (C, A)  Compose a melody using simple rhythms from notes C, A, G or C, D, E, A, G  Perform to an audience.  Reflect on the unit  **Reflect and Consolidate**  Explore the history of music, look back and consolidate your learning, learn some of the language of music  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Reflect on the unit  Singing and performing KS2 End of Year Production.  **Whole Class Recorder** |
| **History** | **How did Britain change from the Stone Age through to the Iron Age?**   * Establish clear narratives within and across the periods they study. Note connections, contrasts and changes over time. * Develop chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study * Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. * Address and devise historically valid questions about cause. * Address and devise historically valid questions about significance. * Understand how our knowledge of the past is constructed from a range of sources. * Construct informed responses that involve thoughtful selection and organisation and make appropriate use of historical terms. | **What was life like in ancient Egypt?**   * Establish clear narratives within and across the periods they study. Note connections, contrasts and changes over time. * Develop chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study * Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. * Address and devise historically valid questions about cause. * Address and devise historically valid questions about significance. * Understand how our knowledge of the past is constructed from a range of sources. * Construct informed responses that involve thoughtful selection and organisation and make appropriate use of historical terms. | **What was Whickham like in the past; how and why has it changed?**   * Establish clear narratives within and across the periods they study. Note connections, contrasts and changes over time. * Develop chronologically secure knowledge and understanding of local British history, establishing clear narratives within and across the periods they study * Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. * Address and devise historically valid questions about cause. * Address and devise historically valid questions about significance. * Understand how our knowledge of the past is constructed from a range of sources. * Construct informed responses that involve thoughtful selection and organisation and make appropriate use of historical terms. |
| **Geography** | **What are the main physical features that characterise the UK and where are they located?**  Locational Knowledge   * Name and locate cities and counties of the UK, geographical regions, physical and human characteristics, topographical features, land use patterns and explore how they have changed over time and counties   Geographical skills   * Use maps, atlases globes and digital / computer mapping to locate countries and describe features studied * Use 8 points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK | **What are the extreme destructive powers of nature? How do they affect people and the environment?**  Locational Knowledge   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * Identify the position and significance of the Equator.   Human and Physical Geography   * To describe and understand key aspects of physical geography   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * Use the 8 points of a compass, 4 figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.   **How is the rainforest important and why should we protect it?** *World Geography Day topic 27th Jan 2023* | **How is the land used in and around Whickham?**  Human and Physical Geography   * Explore characteristics of our locality. Identify human and physical characteristics, key topographical features (including hills and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links.   Geographical skills   * Use maps, atlases, globes and digital/computer mapping to describe land use. * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. |
| **French** | **Describing me and others and Saying what I and others have**  Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]  Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, ‘I have a present for’ story  Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)  Cultural:The geographical position of France, surrounding countries, seas and oceans | **Saying what I and others do and Saying how many and describing things**  Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]  Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to  Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)  Cultural:The capital of France, Paris, and famous landmarks in France | **Describing things and people and Expressing likes and saying what I and others do**  Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]  Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months  Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean ‘it’, plural definite article (les), using aimer | détester + definite article, revisit intonation questions (including with comment, quand  Cultural:Compare two regions – North and South (e.g. Normandy, Provence) |
| **D.T** | **Cooking and Nutrition *(Healthy Pizza)***   * Understand and apply the principles of a healthy and varied diet. * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Pneumatics *(Moving Monsters)***  **Technical knowledge**   * Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   **Design**   * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design.   **Make**   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. * Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.   **Evaluate**   * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. * Understand how key events and individuals in design and technology have helped shape the world. | **Complex Structures *(Mini Greenhouses)***  **Technical knowledge**   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   **Design**   * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces or computer - aided design.   **Make**   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. * Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.   **Evaluate**   * Investigate and analyse a range of existing products. * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. * Understand how key events and individuals in design and technology have helped shape the world. |
| **Art** | **Textiles / 3D Form**  *Cave Painting (Charcoal)*  *Stonehenge model (Clay) Weaving (Textiles)* **Stone Age Links**   * To use sketchbook to collect and record visual information from different sources. * To use different media to achieve variations in line, texture, tone, colour, shape and pattern. * To use a variety of techniques including weaving. * To name the tools and materials they have used. * To develop skills in cutting, stitching and joining. * To join clay adequately and work reasonably independently. * To construct a simple clay base for extending and modelling other shapes. * To plan, design and make models.   **Christmas Links** *Calendar and Card*   * To experiment with a range of media e.g. overlapping, layering etc. * To discuss own work and that of others. | **Printing**  *Pattern and Colour (Painting / Printing)* **Ancient Egyptian Links**   * To print using a variety of materials, objects and techniques including layering. * To talk about the processes used to produce a simple print. * To explore pattern and shape, creating designs for printing. * To explore relief and impressed painting. * To use a variety of techniques including printing. * To be able to shape and form from observation or imagination.   *Collage* **Frida Kahlo Artist Study**   * Explore the roles and purposes of artists in different times and cultures. * Question and make thoughtful observations about starting points and select ideas to use in work. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate own work. * To discuss own work and that of others using appropriate language. * To use appropriate language when describing skills. * To experiment with a range of media e.g. overlapping, layering etc * To discuss own work and that of others –from different countries. | **Drawing**  *Sketching (pencil)* **Local History Links**   * To experiment with different grades of pencils and other implements. * To produce a wide range of different patterns and textures. * To solidify infill shapes with coloured pencils and produce a range of tones. * To plan, refine and alter their drawings as necessary. * To draw for a sustained period of time at their own level. * To use their sketchbook to collect and record visual information from different sources.   *Painting* **Monet Artist Study**   * Explore the roles and purposes of artists in different times and cultures. * To mix a variety of colours and know which primary colours make secondary colours. * To predict the results of colour mixing with increasing accuracy. * To be able to lighten and darken colours. * To use a developed colour vocabulary. * To experiment with different effects and textures including blocking in colour, washes, thickened paint, etc. * To work confidently on a range of scales e.g. thin brush in a small picture. * To use a brush to produce marks appropriate for work. * Adapt their work according to their views and describe how they might develop it further. |
| **Art** | **Exploring and Developing Ideas**  Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers in different times and cultures.  **Evaluating and Developing Work**  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate own work. Discuss own work and that of others using appropriate language. Use appropriate language when describing skills. | | |
| **Computing** | **Online Safety**  Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Online Searches and Surfers**  Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Word Processing**  Use technology safely, respectfully and responsibly.  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Presentation Skills**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Drawing and Desktop Publishing**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Programming Turtle Logo and Scratch**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| **RHE** | **Caring friendships / being safe / respectful relationships**  ***Healthy and happy friendships: Being a good friend***  Being a good friend and respecting personal space. Strategies for resilience.  **Respectful relationships**  ***Similarities and differences: Valuing and respecting one another***  Respecting and valuing differences. Shared values and communities. | **Respectful relationships / being safe/ Families and people who care for me.**  ***Caring and responsibility: Responsibility and boundaries***  Our responsibilities and ways we can care and show respect for others.  **Families and people who care for me**  ***Families and committed relationships: Different types of committed relationships***  Different types of committed relationships and the basic characteristics of these. | **Physical and emotional health**  ***Healthy bodies and healthy minds: Sleep, food and hygiene***  Maintaining physical and mental wellbeing through healthy eating, sleep and keeping clean.  **Mental wellbeing**  ***Coping with change: Coping with feelings when things change***  Coping with feelings around the changes in our lives. |