



English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Retell sequenced non-chronological reports and traditional tales through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Give well-structured reports and narratives for different purposes. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant question. • Orally perform fiction and non-fiction texts through Talk/Drama for Writing 	<ul style="list-style-type: none"> • Develop a set of actions for a text. • Orally perform a non-chronological report through Talk/Drama for Writing • Orally perform a traditional tale through Talk/Drama for Writing • Compose their own oral story in a group. • Participate in presentations, performances & role-plays. • Listen to and discuss a wide range of non-chronological reports and traditional tales.
<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Recite and know by heart a range of texts using Talk for Writing techniques • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the 	<ul style="list-style-type: none"> • Read a variety of texts as a whole class and individually during Guided Reading. • Read to an adult. • Read a range of books independently from the reading corner and library. • Discuss the features of non-chronological reports and traditional tales. • Retrieve information from non-fiction to use when writing a non-chronological report.



<p>reader's interest and imagination.</p> <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Retrieve and record information from non-fiction.• Ask questions to improve their understanding of a text.• Identify how language, structure and presentation contribute to meaning.• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	<ul style="list-style-type: none">• Complete written and verbal comprehension activities.
<p>Writing</p> <ul style="list-style-type: none">• Use the first 2 or 3 letters of a word to check spelling in a dictionary.• Spell words that are often misspelt.• Spell high frequency words, phonetically accurate words and common exception words to Phase 6• Improve the legibility, consistency and quality of handwriting.• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.• Capture ideas using planning formats (e.g. story map, boxing up)• Plan writing to suit an audience and purpose.• Develop character and setting in narratives.• Use simple organisational devices.• In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots• In non-chronological reports, use and develop the style for specific genres and begin to use simple organisational devices e.g. headings and sub-headings• Begin to use nouns, pronouns and tenses accurately and consistently throughout• Use most basic punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark• Evaluate their own writing according to	<p>Non-Fiction- Non-Chronological Report</p> <p>Fiction- Narrative- Traditional Tales/Storytelling</p> <ul style="list-style-type: none">• Sequence events in a non-chronological report or narrative through story mapping or reconstructing the text.• Identify the purpose, audience, structure and language features of a non-chronological report and narrative.• Plan, draft, edit and proof-read a non-chronological report on a natural disaster, linked to Geography.• Write and evaluate a story opener for a dreamtime story.• Plan, draft, edit and proof-read a dreamtime story, linked to their Stone Age History unit.• Evaluate their own and others independent writing.• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'.



<p>purpose, the effectiveness of word choice, grammar and punctuation.</p> <ul style="list-style-type: none">• Make simple additions, corrections and revisions to their own writing.	
<p>Handwriting</p> <ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• Improve the legibility, consistency and quality of their handwriting.	<ul style="list-style-type: none">• Handwriting lesson at least once a week to help children move from print to joined up writing• Handwriting practice at least 3 times a week• Focus on joining - starting with simple joins.• Practise spacing letters consistently and keeping ascenders and descenders in proportion.
<p>Mathematics</p>	
<p>Number</p> <ul style="list-style-type: none">• Recognise the place value of each digit in a three-digit number.• Compare and order numbers up to 1000.• Identify, represent and estimate numbers using different representations.• Read and write numbers up to 1000 in numerals and in words.• Solve addition and subtraction questions using the column method.• Check answers using the inverse operation.• Recall and use multiplication and division facts for the 3x multiplication table. <p>Geometry</p> <ul style="list-style-type: none">• Recognise and draw regular and irregular 2D shapes.• Identify lines of symmetry.• Construct and compare 3D shapes.• Identify, make and describe prisms and pyramids. <p>Measures</p> <ul style="list-style-type: none">• Covert length measurements.• Estimate and measure length and mass.• Solve word problems involving measures.• Read the time on analogue and digital to the nearest minute.• Calculate the perimeter of a shape.	<ul style="list-style-type: none">• Order numbers• Identify the value of digits in a 3-digit number• Add/subtract 1s, 10s and 100s to/from numbers.• Explain their choice of strategy and choose a different strategy to check the answer.• Count on and back in steps of 2, 3, 4 and 5 to at least 50.• Identify, classify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.• Identify, describe and make 3D shapes including pyramids and prisms.• Construct nets of 3D shapes.• Tell the time on an analogue and digital clock to the nearest minute.• Solve addition and subtraction of 3 digit numbers using the column method.• Work through investigations which require the application of their mathematic skills.• Measure the length of objects to the nearest cm or mm.• Compare and order lengths.• Measure the mass of objects to the nearest kg or g.• Add and subtract the mass of objects.



Science	
<ul style="list-style-type: none">• Test different hypotheses.• Conduct fair test and recording results• Correctly use equipment.• Record observations in tables and charts.• Describe observations using scientific vocabulary.• Use a variety of sources to research information.• Follow suggestions to find things out.• Ask “What will happen if...”• Correctly use equipment provided for them.• Use tables and bar graphs to record results.• Describe their observations using some scientific vocabulary.• Record observations in tables.• Agree or disagree with ideas starting to give reasons.	<ul style="list-style-type: none">• Classifying living things.• Plants- parts, lifecycle and requirements for life.• Animals, including humans, and their nutrition needs.• Skeletons and muscles in animals, including humans.• Classification of rock types.• How to compare and group rocks based on appearance and properties.• How rocks are formed.• Simple understanding of fossilisation.• The causes of earthquakes and volcanic eruptions.
Computing	
<ul style="list-style-type: none">• Create an algorithm for an animated scene in the form of a storyboard, writing a programme in Scratch to create the animation• Correct mistakes in their animation programs, developing a number of strategies for finding errors in programmes• Build up resilience and strategies for problem solving, increasing their knowledge and understanding of Scratch and to recognise a number of common types of bug in software	<ul style="list-style-type: none">• Identify a good animation.• Create a storyboard.• Create characters and a background in Scratch.• Animate characters.• Explain the connection between their storyboard and the scene they are animating.• Add sounds to an animation.• Evaluate the success of their work.• Practise touch typing.
History	
<ul style="list-style-type: none">• Identify different ways in which the past is represented.• Use dates and vocabulary relating to the passing of time and sequence events.• Sequence several events or artefacts.• Recognise similarities and differences between periods of time.• Use sources of information including ICT to find out about events, people and changes.• Communicate knowledge and understanding	<ul style="list-style-type: none">• Life during the Stone Age.• The different types of homes from the Palaeolithic, Mesolithic and Neolithic periods.• How sources are used to gather information about people, events and changes.• The Stone Age in the context of History.• Life in the Stone Age compared to the present day.



in a variety of ways.	
Geography	
<ul style="list-style-type: none">• Ask and respond to questions about places and the environment.• Collect and record evidence and begin to offer explanations.• Use appropriate geographical vocabulary to communicate their findings.• Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans.• Use ICT to help in geographical investigations.	<ul style="list-style-type: none">• The location of active volcanoes and how these affect people.• The names and locations of the tectonic plates.• How the tectonic plates influence many of our natural disasters.• The impact of natural disasters on the lives of people.• The location of various countries we are focussing on from the Stone Age. For example, Australia, Britain, China.• How the geographical features of some countries were different in history, leading to migration across land masses that are now oceans.• What the environment and climate were like during the Stone Age in specific countries.
Art/Design Technology	
<ul style="list-style-type: none">• Use sketchbooks to collect, record and evaluate ideas.• Improve techniques such as drawing, painting and sculpture with varied materials.• Use art skills to apply texture or design to a product.• Shape their product carefully, using techniques and tools that lead to a high quality finish.• Use art skills to apply texture or design to their product.• Evaluate their ideas against their own design criteria.	<ul style="list-style-type: none">• Discover Pop Art and the works of Roy Lichtenstein.• Use pop art to express the angry earth.• Create cave art rock paintings that told a story.• Design and make pottery that was used during the Stone Age in China.• Sketch artifacts from the Stone Age using pencil and charcoal.• About the techniques that were used during the Stone Age to make art and pottery.• How to use a range of tools & materials to complete practical tasks.• Design and make a Stone Age shelter.
PSHE	
Self-awareness <ul style="list-style-type: none">• Understand how we are named and that names are special.• Talk about ourselves and the items we possess.• Identify our own and others' strengths.	<ul style="list-style-type: none">• Circle activities to share facts about each other.• Label an outline of a pupil with their special talents.• Demonstrate talents in a class show.• Design a story board/comic strip illustrating positive self-talk.



<ul style="list-style-type: none"> • Understand that it is ok to make mistakes. • Identify the importance of becoming self-reliant. <p>Managing conflicts</p> <ul style="list-style-type: none"> • Identify a range of emotions. • Identify ways that feelings are expressed. • Develop empathy for others. • Understand that loss is a part of life. • Identify the range of emotions that can be felt in one day. • Understand the factors that can influence personal decisions. 	<ul style="list-style-type: none"> • Use freeze-frames to demonstrate a range of emotions. • Design a feeling face for daily emotions. • Listen to stories on personal decisions.
<p>Music</p>	
<p>The Elements of Music plus Carnival of the Animals Using the musical suite ‘The Carnival of the Animals’ by Camille Saint-Saens, the students will revise the key elements of music such as pitch, dynamics and tempo and learn about different articulation. Singing is an important aspect of this unit, where the students will sing an adapted vocal version of ‘The Carnival of the Animals.’ The students will also experience the different elements of music through listening and movement.</p>	<ul style="list-style-type: none"> • Understand and recognise musical elements such as pitch, dynamics, tempo and articulation. • Relate the musical elements with animals and their characteristics by listening to ‘Carnival of the Animals’. • Use the body to express themselves and move to the music as an appropriate animal. • Sing together as an ensemble.
<p>Music Notation The students will recognise and read the notes in both treble and bass clefs. They will play the xylophones and glockenspiels and learn different pieces of music which are in both treble and bass clef. The students will also revise their knowledge of rhythm and play each piece with the correct rhythm and notes.</p>	<ul style="list-style-type: none"> • Identify and understand the treble clef and bass clef. • Recognise the notes C, D, E, F and G on the staff. • Play a short melody on the xylophone. • Work in pairs to develop peer collaboration in music. • Recognise and play crotchets and quavers.
<p>PE</p>	
<p>Unit 1: Swimming (Unit 1 A/Unit 2 B/Unit 3 C) All the students will be assessed over 25m swims (with or without an aid) and placed into ability groups. Identification for Mini Bears Junior can be decided from the assessment. Within these ability groups, students will be taught FUNDamental aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and tumble turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Swim England Teaching Plan levels Duckling to 1-3 certificate level will be used by the teachers.</p>	<p>Aquatic Skills include:</p> <ul style="list-style-type: none"> • Body Position • Leg action • Arm action • Head positions • Breathing • Sitting or crouching dives • Streamlining • Sculling for the more able groups • A basic understanding of a minimum of 3 basic safety rules in and around the pool. • Developing water confidence in the less



	<p>able swimmers in the learner pool</p> <ul style="list-style-type: none">• Developing a students' confidence to swim with or without an aid over a distance of 5m - 25m depending on ability, either legs only with or without an aid or independently with a recognized technique.• For the more able understanding basic laws of swimming, starts, turns and finishes.
<p>Unit 2: Benchball (Unit 1 B/Unit 2 C/Unit 3 D)</p> <p>Benchball is a team game which encourages fair play and sportsmanship principles and develops ball skills, movement skills, and spatial awareness. The children will build on the ball skills learnt in Year 2, further developing their throwing, catching and passing skills. Benchball is an excellent progression to both basketball and handball, which the children will play later in the year.</p> <p>The game encourages children to work together as a team, apply basic attack and defence principles, choose when and how to pass, and think about their position on the court.</p>	<p>Ball skills:</p> <ul style="list-style-type: none">• Passing• Catching• Short pass (isolated/semi-pressured)• Choosing when and how to pass• Shooting <p>Movement skills:</p> <ul style="list-style-type: none">• Moving into space after a pass• Getting into space to receive• Getting into a good position to shoot <p>Basic attack and defence principles On court positions</p>
<p>Unit 3: Football (Unit 1 C/Unit 2 A/Unit 3 B)</p> <p>In this unit children learn simple attacking tactics using a range of skills and start to think about how to organise themselves to defend their goals. They start by playing small-sided games with some fluency and accuracy. They will work on keeping possession of the ball as a team and understand that they need to defend as well as attack. They will have a developed understanding of the rules of the game and watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p>	<ul style="list-style-type: none">• Dribbling• Ball control• Passing (short/long)• Running with the ball• Shooting• Basic attack and defence principles• Small-sided games (3v2, 4v4)• Game play rules