

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



<ul style="list-style-type: none"><li>• Discuss words and phrases that capture the reader’s interest and imagination.</li><li>• Predict what might happen from details stated and implied.</li><li>• Retrieve and record information from non-fiction.</li><li>• Ask questions to improve their understanding of a text.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.</li></ul>	<ul style="list-style-type: none"><li>• Complete written and verbal comprehension activities.</li><li>• Guided reading activities will be planned and implemented on rotation with</li><li>• Computer based reading activities</li><li>• Phonics and sentence building games</li><li>• Opportunities for free reading and writing</li><li>• Teacher led groups focusing on reading, retelling, comprehension and inference.</li></ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Use the first 2 or 3 letters of a word to check spelling in a dictionary.</li><li>• Spell words that are often misspelt.</li><li>• Spell high frequency words, phonetically accurate words and common exception words to Phase 6</li><li>• Improve the legibility, consistency and quality of handwriting.</li><li>• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.</li><li>• Capture ideas using planning formats (e.g. story map, boxing up)</li><li>• Plan writing to suit an audience and purpose.</li><li>• Develop character and setting in narratives.</li><li>• Use simple organisational devices.</li><li>• In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots</li><li>• In instruction writing, use and develop the style for specific genres and begin to use appropriate action and ‘bossy’ verbs</li><li>• Begin to use nouns, pronouns and tenses accurately and consistently throughout</li><li>• Use most basic punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark</li><li>• Evaluate their own writing according to</li></ul>	<p><b>Non-Fiction- Instruction writing</b></p> <p><b>Fiction- Narrative- Moral Tales</b></p> <ul style="list-style-type: none"><li>• Sequence events in an instruction report or narrative through story mapping or reconstructing the text.</li><li>• Identify the purpose, audience, structure and language features of instruction writing and narrative.</li><li>• Plan, draft, edit and proof-read a moral tale, linked to their Ancient China History unit.</li><li>• Plan, draft, edit and proof read a set of instructions on How to trap a mythical creature.</li><li>• Write and evaluate a story opener for a moral tale.</li><li>• Evaluate their own and others independent writing.</li><li>• Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of ‘Wicked Writing’.</li></ul>



<p>purpose, the effectiveness of word choice, grammar and punctuation.</p> <ul style="list-style-type: none"><li>• Make simple additions, corrections and revisions to their own writing.</li></ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Improve the legibility, consistency and quality of their handwriting.</li></ul>	<ul style="list-style-type: none"><li>• Handwriting lesson at least once a week to help children move from print to joined up writing</li><li>• Handwriting practice at least 3 times a week</li><li>• Focus on joining - starting with simple joins.</li><li>• Practise spacing letters consistently and keeping ascenders and descenders in proportion.</li></ul>
<p><b>Mathematics</b></p>	
<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>• a three-digit number and 1s</li><li>• a three-digit number and 10s</li><li>• a three-digit number and 100s</li></ul></li><li>• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li><li>• estimate the answer to a calculation and use inverse operations to check answers</li><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li><li>• 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</li><li>• solve problems, including missing number problems, involving multiplication and division.</li></ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"><li>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li></ul>	<ul style="list-style-type: none"><li>• Add/subtract 1s, 10s and 100s to/from numbers.</li><li>• Explain their choice of strategy and choose a different strategy to check the answer.</li><li>• Count on and back in steps of 2, 3, 4 and 5 to at least 50.</li><li>• Identify, classify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.</li><li>• Identify, describe and make 3D shapes including pyramids and prisms.</li><li>• Construct nets of 3D shapes.</li><li>• Solve addition and subtraction of 3 digit numbers using the column method.</li><li>• Work through investigations which require the application of their mathematic skills.</li><li>• Add and subtract the mass of objects.</li><li>• Use the grid method and short multiplication.</li><li>• Locate parallel and perpendicular lines on local maps.</li><li>• Identify the features of four types of triangles.</li><li>• Use directional language to guide peers through a physical maze.</li><li>• Compare angles in size and identify which angles are right angles.</li></ul>



<ul style="list-style-type: none"> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• 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</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• 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 tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and data from a range of bar charts and pictograms including stacked bar charts.</li> <li>• Record data from classroom investigations and convert results into their own bar charts and pictograms.</li> </ul> <p>Students will use apparatus such as...</p> <ul style="list-style-type: none"> <li>• Counters</li> <li>• Bead strings</li> <li>• Number-lines</li> <li>• Bingo games</li> <li>• 100 squares</li> <li>• Times table grids</li> <li>• 100s, 10s and 1s place value card sets</li> <li>• 0–9 dice</li> <li>• Counting stick</li> <li>• 0–20 cards</li> <li>• Calculators</li> <li>• IWB resources</li> </ul>
<p><b>Science</b></p>	
<ul style="list-style-type: none"> <li>• Test different hypotheses.</li> <li>• Conduct fair test and recording results</li> <li>• Correctly use equipment.</li> <li>• Record observations in tables and charts.</li> <li>• Describe observations using scientific vocabulary.</li> <li>• Use a variety of sources to research information.</li> <li>• Follow suggestions to find things out.</li> <li>• Ask “What will happen if...”</li> <li>• Correctly use equipment provided for them.</li> <li>• Use tables and bar graphs to record results.</li> <li>• Describe their observations using some scientific vocabulary.</li> <li>• Record observations in tables.</li> <li>• Agree or disagree with ideas starting to give reasons.</li> </ul> <p><b>Light and Shadows</b></p> <p><u>Content</u></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be</li> </ul>	<ul style="list-style-type: none"> <li>• Actively investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes</li> <li>• Use their findings to draw conclusions on how light travels in straight lines and our dependence on light to see</li> <li>• Investigate the properties of mirrors and reflections by undertaking different tasks</li> <li>• Note down observations and use scientific knowledge on light to explain their findings</li> <li>• Discover the effect of using mirrors and how this can help us see round corners using a periscope</li> <li>• Actively investigate how different objects cast shadows. Try changing the orientation</li> </ul>



<p>dangerous and that there are ways to protect their eyes</p> <ul style="list-style-type: none"><li>• Recognise that shadows are formed when an opaque object blocks the light from a light source</li><li>• Find patterns in the way that the sizes of shadows change</li><li>•</li></ul>	<p>of an object in the light beam to find the effect on the shape of its shadow</p> <ul style="list-style-type: none"><li>• Understand how opaque, transparent and translucent objects cast shadows in a strong beam of light</li></ul>
<b>Computing</b>	
<p><b>We are photographers</b></p> <ul style="list-style-type: none"><li>• Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</li><li>• Edit video, including adding narration and editing clips by setting in/out points.</li><li>• Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing sports TV.</li><li>• Working with video cameras.</li><li>• Shooting, editing and improving videos.</li><li>• Evaluate the success of their video work</li><li>• Practise touch typing.</li></ul>
<b>History</b>	
<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented.</li><li>• Use dates and vocabulary relating to the passing of time and sequence events.</li><li>• Sequence several events or artefacts.</li><li>• Recognise similarities and differences between periods of time.</li><li>• Use sources of information including ICT to find out about events, people and changes.</li><li>• Communicate knowledge and understanding</li></ul>	<ul style="list-style-type: none"><li>• Investigate the Tang, Song and Sui dynasties and where they are placed in History.</li><li>• Label key points from each dynasty on a detailed timeline.</li><li>• Identify and compare the achievements and inventions that were created during these periods of Chinese History</li><li>• Evaluate how the inventions have benefited civilization, engineering, and the sciences.</li></ul>
<b>Geography</b>	
<ul style="list-style-type: none"><li>• Ask and respond to questions about places and the environment</li><li>• Collect and record evidence and begin to offer explanations</li><li>• Use appropriate geographical vocabulary to communicate their findings</li><li>• Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</li><li>• Use ICT to help in geographical investigations</li><li>• Use secondary sources of information</li></ul>	<ul style="list-style-type: none"><li>• Locate the various areas we are focusing on in Chinese History</li><li>• Use mapping skills to identify the physical geographical features on a map of China.</li><li>• Create their own map, including a key, of a focused area in China.</li><li>• Use globes, maps and plans confidently.</li><li>• Identify and describe what places are like,</li></ul>



	<p>commenting on the physical and human geographical features.</p> <ul style="list-style-type: none"><li>• Record data from first-hand evidence, experience and imagination</li><li>• Identify the names of the oceans and continents around the world</li></ul>
<b>Art/Design Technology</b>	
<ul style="list-style-type: none"><li>• Use sketchbooks to collect, record and evaluate ideas.</li><li>• Improve techniques such as drawing, painting and sculpture with varied materials.</li><li>• Use art skills to apply texture or design to a product.</li><li>• Shape their product carefully, using techniques and tools that lead to a high quality finish.</li><li>• Use art skills to apply texture or design to their product.</li><li>• Evaluate their ideas against their own design criteria.</li></ul>	<ul style="list-style-type: none"><li>• Discover Chinese landscape painting and the works of Guo XI.</li><li>• Use Chinese landscapes to create backdrops work on shadow puppetry and illustrations English storytelling.</li><li>• The techniques that were used during the Chinese Dynasties to create artworks and sculptures</li><li>• Use a range of tools &amp; materials to complete practical tasks</li><li>• Create painting, sculpture, printing and calligraphy from the Tang, Song and Sui dynasties of Chinese History.</li><li>• Research, design, make and evaluate shadow puppets.</li></ul>
<b>PSHE</b>	
<p><b>Managing conflicts</b></p> <ul style="list-style-type: none"><li>• Identify a range of emotions.</li><li>• Identify ways that feelings are expressed.</li><li>• Develop empathy for others.</li><li>• Understand that loss is a part of life.</li><li>• Identify the range of emotions that can be felt in one day.</li><li>• Understand the factors that can influence personal decisions.</li></ul> <p><b>Take care and be safe</b></p> <ul style="list-style-type: none"><li>• finding out about how to keep healthy;</li><li>• being aware of the people, places and things that may put you at risk; and</li><li>• -developing greater responsibilities as you grow older.</li></ul>	<ul style="list-style-type: none"><li>• Circle activities to share facts about each other.</li><li>• Label an outline of a pupil with their special talents.</li><li>• Demonstrate talents in a class show.</li><li>• Design a story board/comic strip illustrating positive self-talk.</li><li>• Use freeze-frames to demonstrate a range of emotions.</li><li>• Design a feeling face for daily emotions.</li><li>• Listen to stories on personal decisions.</li><li>• Storyboard for health actions</li><li>• Poster promoting 'Brushing your teeth'</li><li>• Creating a risk assessment.</li><li>• Role play for situations where we need help in public places.</li></ul>



<p>Music</p>	
<p><b>The Elements of Music plus Carnival of the Animals</b> 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"> <li>• Understand and recognise musical elements such as pitch, dynamics, tempo and articulation.</li> <li>• Relate the musical elements with animals and their characteristics by listening to ‘Carnival of the Animals’.</li> <li>• Use the body to express themselves and move to the music as an appropriate animal.</li> <li>• Sing together as an ensemble.</li> </ul>
<p><b>Music Notation</b> 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"> <li>• Identify and understand the treble clef and bass clef.</li> <li>• Recognise the notes C, D, E, F and G on the staff.</li> <li>• Play a short melody on the xylophone.</li> <li>• Work in pairs to develop peer collaboration in music.</li> <li>• Recognise and play crotchets and quavers.</li> </ul>
<p>PE</p>	
<p><b>Unit 1: Swimming (Unit 1 A/Unit 2 B/Unit 3 C)</b> 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 <b>FUND</b>amental 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"> <li>• Body Position</li> <li>• Leg action</li> <li>• Arm action</li> <li>• Head positions</li> <li>• Breathing</li> <li>• Sitting or crouching dives</li> <li>• Streamlining</li> <li>• Sculling for the more able groups</li> <li>• A basic understanding of a minimum of 3 basic safety rules in and around the pool.</li> <li>• Developing water confidence in the less able swimmers in the learner pool</li> <li>• 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.</li> <li>• For the more able understanding basic laws of swimming, starts, turns and finishes.</li> </ul>
<p><b>Unit 2: Benchball (Unit 1 B/Unit 2 C/Unit 3 D)</b> Benchball is a team game which encourages fair play and sportsmanship principles and develops ball skills, movement skills, and spatial awareness. The children</p>	<p>Ball skills:</p> <ul style="list-style-type: none"> <li>• Passing</li> <li>• Catching</li> <li>• Short pass (isolated/semi-pressured)</li> </ul>



<p>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>	<ul style="list-style-type: none"><li>• Choosing when and how to pass</li><li>• Shooting</li></ul> <p>Movement skills:</p> <ul style="list-style-type: none"><li>• Moving into space after a pass</li><li>• Getting into space to receive</li><li>• Getting into a good position to shoot</li></ul> <p>Basic attack and defence principles On court positions</p>
<p><b>Unit 3: Football (Unit 1 C/Unit 2 A/Unit 3 B)</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"><li>• Dribbling</li><li>• Ball control</li><li>• Passing (short/long)</li><li>• Running with the ball</li><li>• Shooting</li><li>• Basic attack and defence principles</li><li>• Small-sided games (3v2, 4v4)</li><li>• Game play rules</li></ul>