



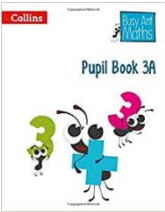
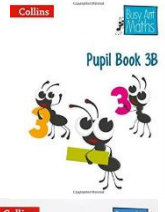
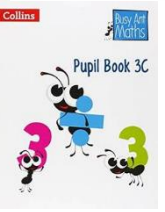


Guilden Sutton Church of England Primary School




*Love and Justice for All*


## Year 3 Curriculum Progression Map




Our Christian Values: **WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p><b>Stone Age Boy</b> Satoshi Kitamura</p> 	<p><b>Robin Hood</b></p> 	<p><b>The Snow Dragon</b> Vivian French</p>   <p><b>Counting on Katherine</b> Helaine Becker</p> 	<p><b>The Reluctant Dragon</b> Kenneth Grahame</p>  <p>World Book Day</p>	<p><b>Seal Surfer</b> Michael Foreman</p> 	<p><b>The Vanishing Rainforest</b> Richard Platt</p> 
Genres	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Setting description</li> <li>• Instructions</li> <li>• Explanation</li> <li>• Non-chronological report</li> <li>• Diary</li> <li>• Letter</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Poetry-acrostics</li> <li>• Character description</li> <li>• Non-chronological report</li> <li>• Newspaper</li> <li>• Description-characters</li> <li>• Adverts</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Diary</li> <li>• Letter</li> <li>• Setting description</li> <li>• Poetry-shape poems</li> <li>• Speech writing-persuasion</li> <li>• Instructions</li> </ul>	



		<ul style="list-style-type: none"> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>
<b>SPaG</b>	<ul style="list-style-type: none"> <li>Identification and use of verbs (synonyms)</li> <li>Identification and use of adverbs and adverbial phrases</li> <li>Past tense verb endings</li> <li>Use of commas in a list</li> <li>Noun phrases</li> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes for omission and possession</li> <li>Formation of nouns using a range of prefixes</li> <li>Use of a or an for nouns</li> <li>Conjunctions to express time, place and cause</li> <li>Use of inverted commas to punctuate speech</li> <li>Revision and application of learned punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect form of verbs</li> <li>Subordinate clauses</li> <li>Use of commas to demarcate clauses and adverbials</li> <li>Use of paragraphs to group related material</li> <li>Conjunctions to express time, place and cause</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Revision of Year 2</li> <li>Rarer GPCs-eigh, aigh, ei, ey</li> <li>Homophones</li> <li>Prefixes-re and mis</li> <li>Past tense verbs-ed</li> <li>Suffixes-er, ing, er</li> <li>Plurals-s or es</li> <li>l sound spelt with y</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes-sub, tele, super, auto</li> <li>Suffixes-ness, ful, less</li> <li>Homophones</li> <li>Sh sound formed in other ways (chef)</li> <li>Hard c sound spelled ch</li> <li>Year 3 &amp; 4 statutory word list</li> <li>Common errors and revision</li> </ul>	<ul style="list-style-type: none"> <li>Exceptions to ly (simply, basically, happily)</li> <li>Apostrophe for contractions</li> <li>Hard u sound spelled ou (young)</li> <li>Adding suffixes to root words ending in y</li> <li>Words ending in tion</li> <li>S sound spelled with a c (race)</li> <li>Common errors and revision</li> </ul>
<b>Maths</b>   	<p style="text-align: center;"><b>Busy Ant Maths</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division, Number and Place Value</li> <li>Fractions</li> <li>Measurement (mass)</li> </ul> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division-4x</li> <li>Multiplication and Division-8x</li> </ul>	<p style="text-align: center;"><b>Busy Ant Maths</b> </p> <p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction (money)</li> </ul> <p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (length and perimeter)</li> </ul> <p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction (money)</li> <li>Statistics</li> </ul> <p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (perimeter)</li> </ul>	<p style="text-align: center;"><b>Busy Ant Maths</b> </p> <p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (volume and capacity)</li> </ul> <p><b>Unit 11</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction (including measurement – money)</li> <li>Addition and Subtraction</li> <li>Measurement (time)</li> </ul> <p><b>Unit 12</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Multiplication and Division</li> </ul>

	<ul style="list-style-type: none"> <li>Measurement (time)</li> </ul>		<ul style="list-style-type: none"> <li>Statistics</li> </ul>			
<u><a href="#">Busy Ant Maths Year 3 Medium-Term Plans</a></u>						
<b>Cross-curricular Mathematics</b>	<b>Compass points (Helsby Hill), time and measurement (shadow investigation)</b>		<b>Measuring-mass (baking), compass points,</b>			
<b>Science</b>	<b>Light and Shadow</b>  <p><i>Line of scientific enquiry:</i> Fair testing Pattern seeking Observation over time</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 dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the</li> </ul>	<b>Rocks, Fossils and Soils</b> <p><i>Line of scientific enquiry:</i> Fair testing Pattern seeking Identifying and classifying Research</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Mary Anning-English fossil hunter (Jurassic fossil finds including the first plesiosaur)</b></p>	<b>Forces and Magnets</b> <p><i>Line of scientific enquiry:</i> Research Identifying and classifying Pattern seeking</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<b>Forces and Magnets</b> <p><i>Line of scientific enquiry:</i> Research Fair testing Research</p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>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</li> </ul> <p><b>Michael Faraday-English scientist (magnetism and electricity)</b></p>	<b>Animals Including Humans</b>  <p><i>Line of scientific enquiry:</i> Research Identifying and classifying</p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Gerty T Cori (American biochemist-first</b></p>	<b>Plants</b>  <p><i>Line of scientific enquiry:</i> Research Identifying and classifying Observation over time</p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers</li> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Investigate the ways in which water is transported within plants</li> <li>Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal)</li> </ul> <p><b>Charles Darwin (discoveries of plants and diagrams/sketches of new species)</b></p>

	<p>sizes of shadows change</p> <p><b>Thomas Edison- American inventor and scientist (electric light, telephony, telegraphy)</b></p>				<p>woman to be awarded Nobel Prize in medicine)</p> <p><b>All previous Year groups</b></p>	<p><b>COP<sup>∞</sup> - Climate change</b></p> <p><b>Year 1/Year 2-Plants</b></p>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or prove false ideas or arguments</li> </ul>					
<b>Geography</b>	<p><b>Helsby Hill-History and geography links</b> </p> <ul style="list-style-type: none"> <li>Fieldwork-compass work, maps, observation sketches</li> <li>Identification of physical and human features</li> <li>Understanding of how features and land use how changed over time</li> </ul>	<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>Oceans and continents</li> <li>Counties and capital cities</li> <li>Human and physical features</li> <li>Compass directions</li> <li>Key and map skills including using an atlas.</li> <li>Changes over time</li> <li>Coasts, rivers mountains</li> </ul> <p><b>COP<sup>∞</sup>- Pollution and climate change</b></p> <p><b>Year 2-The UK</b></p>	<p><b>Geography Links</b></p> <ul style="list-style-type: none"> <li>Map work-location of ancient civilisations</li> <li>Landscape/climate/geographical features of Egypt</li> </ul>			
<b>History</b>	<p><b>Changes in Britain: Stone Age, Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>Prehistoric Britain-hunters and gatherers</li> <li>Bronze Age-Amesbury Archer, Stonehenge</li> <li>Iron Age-Celtic life, developments of tools and farming</li> <li>Order artefacts chronologically</li> </ul>	<p><b>Continued links to 'Changes in Britain'</b></p> <ul style="list-style-type: none"> <li>How land use has changed over time</li> <li>Identification of historical cities and landmarks</li> <li>Histories and culture of the UK countries.</li> </ul>	<p><b>Ancient Civilizations: Focus on Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Overview and comparison of ancient civilizations and their achievements (Ancient Egypt, Shang Dynasty, Ancient Sumer, Indus Valley)</li> <li>In depth focus on Ancient Egypt</li> <li>Focus on the achievements of the ancient Egyptians</li> </ul>			

	<ul style="list-style-type: none"> <li>Evaluate and use historical knowledge to identify historical artefacts, explain their use and what they tell us about life in the past</li> <li>Use historical timelines</li> </ul>		<ul style="list-style-type: none"> <li>Daily life, culture and experiences of Ancient Egypt</li> <li>Comparisons of Ancient Egyptian life and concurrent British history</li> <li>Use historical sources to gather and present information</li> </ul> <p>Liverpool World Museum</p>			
<b>Religious Education</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>Explore how Muslim's describe God and the names they use</li> <li>Investigate the ways that Allah is represented by Muslims</li> <li>Learn why Muhammed is so important to Muslims</li> <li>Understand how the Qu'ran is used in worship and why it is so important to Muslims</li> </ul> <p>Year 1-Islam</p>	<b>Incarnation</b> <ul style="list-style-type: none"> <li>Compare different versions of the Christmas story and think about why the Story of Jesus' birth might differ</li> <li>Explore why Advent is so important in the Christian calendar</li> <li>Discuss our own Advent and Christmas traditions</li> </ul> <p>Advent books</p> <p>All previous year groups</p>	<b>Discipleship</b> <ul style="list-style-type: none"> <li>Explore how the Bible teaches Christians to live their life (Proverbs 15:4; Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14)</li> <li>Think about how Bible verses might be interpreted differently by different Christians</li> <li>Explore the impact well known Christians have had on Britain</li> </ul> <p>Reverend Carty visit Interfaith Week</p> <p>Year 2-Discipleship</p>	<b>Salvation</b> <ul style="list-style-type: none"> <li>Look at the story of the 10 lepers-think about why Christians believe Jesus rescued people</li> <li>Think about how Christians believe Jesus might rescue people today</li> <li>Discuss and explore the reasons that Christians call the day Jesus died 'Good Friday'</li> </ul> <p>St John's Church (Easter story)</p> <p>Year 1-Salvation</p>	<b>Holy Spirit</b> <ul style="list-style-type: none"> <li>Investigate what Christians believe about the Holy Trinity</li> <li>Explore how Christian art teach people about the Trinity?</li> <li>Look at different art that represents the Trinity-compare and contrast different art through history</li> </ul>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>Explain how Sikhs believe in all pathways leading to God</li> <li>Explore the meaning of Guru Nanak, Gurdwara, Guru Granth Sahib and what this means to Sikhs</li> </ul>
	<p><u><a href="#">Year 3 RE Medium Term Plans</a></u></p>					
<b>Physical Education</b>  <p>Community &amp; Educational Physical Development</p>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Plan sequences using varied apparatus</li> <li>Good control on balances</li> <li>Transfer weight under control</li> </ul>	<b>Invasion Games</b> <ul style="list-style-type: none"> <li>Isolated skills</li> <li>Throw, catch and control</li> <li>Special awareness</li> </ul> 	<b>Athletics</b> <ul style="list-style-type: none"> <li>Javelin throw</li> <li>Passing the baton on the move</li> <li>Sprint technique to improve speed</li> </ul> 			

	<p><b>Dance</b></p> <p>Country Dancing</p> <ul style="list-style-type: none"> <li>• Square Dancing</li> <li>• Do-Si-Do</li> <li>• Promenade</li> </ul> <p>Rock 'n' Roll</p> <ul style="list-style-type: none"> <li>• Chasse and Rock</li> <li>• Toe Heel Swivel</li> <li>• Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding rules</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul> <p><i>Aims and objectives for the end of KS2</i></p>	<ul style="list-style-type: none"> <li>• Running with agility</li> </ul> <p><b>Striking and fielding games</b></p> <ul style="list-style-type: none"> <li>• Accurate throw</li> <li>• Using a long barrier to stop a ball</li> <li>• Bat control</li> </ul> <p><b>Net games</b></p> <ul style="list-style-type: none"> <li>• Understanding the ready position</li> <li>• Using a forehand stroke to return the ball</li> </ul>
<p><b>Key Vocabulary</b></p> <p>Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, lead/follow in partner work, anatomy (muscles)</p>			
<p><b>Art</b></p>	<p><b>Focus artist: Van Gogh</b></p> <p><b>Focus skill: Textiles</b></p> <ul style="list-style-type: none"> <li>• Light and Shadow</li> <li>• Van Gogh Biography</li> <li>• Start to annotate sketchbooks to show thought process, as well as information about focus artists</li> <li>• Starry Night-use of light and colour in artwork</li> <li>• Use weaving to create a pattern</li> <li>• Stitch materials, and add materials to provide interesting detail</li> </ul> <p>Prehistoric art-cave paintings</p>	<p><b>Focus artist: L.S. Lowry</b></p>  <p><b>Focus skill: Sculpture/ 3D</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting – looking at naïve art</li> <li>• 3D layered scenes - collaborative</li> <li>• Show an awareness of objects having a 3<sup>rd</sup> dimension and perspective</li> <li>• Show an awareness of the effect of time upon sculptures</li> </ul>	<p><b>Focus artist: Georgia O'Keefe</b></p> <p><b>Focus skill: Digital Art</b></p> <ul style="list-style-type: none"> <li>• Sketching and painting flowers – looking at American Modernism</li> <li>• Use printed images taken digitally and combine them with other media to produce art work</li> <li>• Use the internet to research an artist or style of art</li> <li>• Collect information, sketches, and resources online</li> </ul>
<p><b>Design Technology</b></p>	<p><b>Stone Age Spears – Structure</b></p> <ul style="list-style-type: none"> <li>• Can I use historical information and research to design a SA spear?</li> <li>• Can I use sketches, diagrams and labels to present my designs?</li> <li>• Can I use different methods of construction to build and attach parts of my model?</li> </ul>	<p><b>Dragon model – Mechanisms</b></p> <ul style="list-style-type: none"> <li>• Can I research reptile patterns and skill for my model?</li> <li>• Can I use sketches, diagrams and labels to present my designs?</li> <li>• Can I use different methods and techniques to attach parts of my model?</li> <li>• Can I select appropriate materials to construct and decorate my model?</li> </ul>	<p><b>Ancient Egyptian Bread – Food</b></p> <ul style="list-style-type: none"> <li>• Can I conduct research to decide on flavours for my bread?</li> <li>• Can I use sketches, diagrams and labels to present my design?</li> <li>• Can I develop a recipe for my bread?</li> <li>• Can I use techniques to mould and shape my bread?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I select appropriate materials to construct my spear?</li> <li>• Can I test my designs to see if I need to change anything?</li> <li>• Can I evaluate my spear and think of ways to improve it?</li> </ul> <p><b>Designer: Isambard Kingdom Brunel</b></p>	<ul style="list-style-type: none"> <li>• Can I create a prototype for my dragon wings?</li> <li>• Can I evaluate my dragon model against the design criteria and think of ways to improve it?</li> </ul> <p><b>Designer: Henry Ford</b></p>	<ul style="list-style-type: none"> <li>• Can I evaluate my bread and think of ways to improve it?</li> </ul> <p><b>Chef: Paul Hollywood</b></p>			
<p><b>Key Vocabulary</b> Design, evaluate, research, prototype, material, construct, structure, joining, technique, recipe, spear, Stone Age, size, realistic, sturdy, strength, quantities, flavours, knead, rise,</p>						
<p><b>Music</b></p> 	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>Let Your Spirit Fly</b></li> <li>• RnB</li> <li>• RnB and other styles</li> </ul> <p><b>Key vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>Glockenspiel Stage 1</b></li> <li>• Exploring and developing playing skills</li> </ul> <p><b>Key vocabulary:</b> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>Three Little Birds</b></li> <li>• Reggae</li> <li>• Reggae and animals</li> </ul> <p><b>Key vocabulary:</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>The Dragon Song</b></li> <li>• A pop song that tells a story</li> <li>• Music from around the world, celebrating our differences and being kind to one another</li> </ul> <p><b>Key vocabulary:</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>Bring Us Together</b></li> <li>• Disco</li> <li>• Disco, friendship, hope and unity</li> </ul> <p><b>Key vocabulary:</b> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• <b>Reflect, Rewind and Replay</b></li> <li>• Classical</li> <li>• The history of music, look back and consolidate your learning, learn some of the language of music</li> </ul>
<p><b>Music Year 3 – Knowledge and Skills</b></p>						
<p><b>Computing</b></p> 	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• To know that not everything on the internet is true: people share facts, beliefs and opinions online.</li> <li>• To understand that the internet can affect your moods and feelings.</li> </ul>	<p><b>Computer systems and networks – Journey inside a computer</b></p> <ul style="list-style-type: none"> <li>• To know what a packet is and why it is important for website data transfer.</li> <li>• To know the roles that inputs and outputs play on computers.</li> </ul>	<p><b>Programming – Programming Scratch</b></p> <ul style="list-style-type: none"> <li>• To know that Scratch is a programming language and some of its basic functions.</li> <li>• To understand how to use loops to improve programming.</li> <li>• To understand how decomposition is used in programming.</li> </ul>			

	<ul style="list-style-type: none"> <li>To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.</li> <li>To know what social media is and that age restrictions apply.</li> </ul> <p><b>Computer systems and networks – Networks and the internet</b></p> <ul style="list-style-type: none"> <li>To know what a tablet is and how it is different from a laptop/desktop computer.</li> <li>To understand what a network is and how a school network might be organised.</li> <li>To know how the internet uses networks to share files.</li> </ul>	<ul style="list-style-type: none"> <li>To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</li> </ul> <p><b>Creating media – Video trailers</b></p> <ul style="list-style-type: none"> <li>To know that different types of camera shots can make my photos or videos look more effective.</li> <li>To know that I can edit photos and videos using film editing software.</li> <li>To understand that I can add transitions and text to my video.</li> </ul> <p><b>Safer Internet Day</b></p>	<ul style="list-style-type: none"> <li>To understand that you can remix and adapt existing code.</li> </ul>
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**Computing Key Vocabulary**


**Online safety** - age restricted, autocomplete, beliefs, block, fact, fake news, opinion, privacy settings, report, requests, security questions, social media platforms, social networking, wellbeing

**Computer systems and networks – Networks and the internet** - corrupted, DSL (digital subscriber line), fibre, network, network map, network switch, packets, radio waves, router, server, submarine cables, text map, The Cloud, web server, website, website trackers, WiFi, Wireless Access Points, World Wide Web

**Computer systems and networks – Journey inside a computer** - assemble, CPU (central processing unit), disassemble, GPU (graphics processing unit), hard drive, HDD (hard disk drive), memory, microphone, QR code, RAM (random access memory), ROM (read only memory), storage, touchscreen, touchpad


**Creating media – Video trailers** - clip, film editing software, graphics, sound effects, time code, trailer, transition, voiceover

**Programming – Programming Scratch** - application, coding application, interface, Scratch

<p><b>French</b></p> 	<p><b>Revisions:</b> Greetings (+ bonsoir, bonne nuit/ paper work), numbers up to 30 (jeu de 21), colours (song/video: by learn French through</p>	<p><b>Culture:</b> 11 Nov/ paper sheet un casque, un soldat, un manteau... Numbers 1-30</p>	<p><b>Happy new year/ Bonne année</b>  <b>Culture/ 6 Jan:</b> l'Épiphanie Les rois mages coloriage</p>	<p><b>Culture/1 Mar:</b> Mardi gras (Shrove Tuesday, Carnival, Crêpes)  <b>Culture/Fête des mères (Mother day/ different date in</b></p>	<p><b>Culture/ 1 Mai:</b> Fête du travail  <b>Culture/ 8 Mai:</b> Victoire de 1945</p>	<p><b>Culture/ 19 june:</b> Fête des pères (Father's day)  <b>Culture/ 21 Juin:</b> Fête de la musique (recall all songs), plus recall instruments.</p>
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	<p>music), days of the week (song/nath), Flashcards vocabulary of last years, L'alphabet, songs...</p> <p>Song/Chanson: Bonjour les amis (video ML Snatasha) Le cahier de</p> <p><b>français, la date...le drapeau français.</b></p> <p><b>Actions/Classroom instructions:</b> ouvrez, fermez, collez...</p> <p>Adverbs: rapidement, calmement, doucement...</p> <p>Paper work: Comment t'appelles tu/comment ça va? Paper questionnaire. Je m'appelle, il s'appelle... Et toi...</p> <p><b>Culture:</b> Halloween /All saints /Toussaint Recall song from previous year. Song : dans le jardin de ma grand-mère...</p>	<p>Clothes/Les vêtements/ Coloriage/ wordsearch. (le roi vert?)</p> <p>Song/Chanson: Promenons-nous dans les bois...</p> <p>Christmas vocabulary + Song/Chanson: L'as-tu vu ce petit bonhomme? Recall Petit Papa Noel</p> <p>Merry Christmas/Joyeux Noël couleurs (ecrit)</p>	<p>Song/Chanson: Vive le vent...</p> <p><b>Numbers 1-40</b></p> <p><b>Weather/</b> Quel temps fait-il ? Paper work. + rhyme/Comptine: quel temps fait-il?</p> <p><b>The months</b> +Rhyme/comptine</p> <p><b>Culture/</b> 2 Feb: la chandeur (Candlemas)/ Crepes/pancakes...</p> <p><b>Body/Le corps</b> Paper work/ body parts search? Song/video (Elointhematrix): une petite coccinelle s'est posée (doigt, bras, nez, joue.... And extend to other body parts).</p>	<p>France: 29th May)/ meet my family sheet?</p> <p><b>Easter vocabulary</b> Song/Chanson: Frère Jacques</p> <p><b>Numbers 1-50</b></p> <p><b>Zoo animals/adjectives/colours</b> Story/video: "cher zoo"?</p>	<p><b>Daily routine/le matin, l'après midi...</b></p> <p><b>Rooms in the house/</b> les pièces de la maison</p> <p><b>Numbers 1-60</b></p>	<p><b>Holidays/Vacances/</b> Dessin de l'été?</p> <p><b>Transport/Les transports</b></p> <p><b>Culture/ Bastille day - 14</b> Juillet</p>
<p><b>Happy birthday /Joyeux anniversaire</b> Song/Chanson: Quel âge as-tu? J'ai.... Ans.</p> <p><b>Happy holidays /</b> Bonnes vacances</p>						
<p><b>PSHE/Sex and Relationships/</b></p>	<p><b>My Special Pet</b></p>	<p><b>Looking after our special people</b></p>	<p><b>Friends are special</b></p>	<p><b>Family and friends</b></p>	<p><b>Let's celebrate our differences</b></p>	<p><b>Zeb</b></p>

<p><b>Safeguarding</b></p> 	<ul style="list-style-type: none"> <li>• Explain some of the feelings someone might have when they lose something important to them</li> <li>• Understand that these feelings are normal and a way of dealing with the situation</li> </ul> <p><b>Health Week</b></p>	<ul style="list-style-type: none"> <li>• Identify people who they have a special relationship with</li> <li>• Suggest strategies for maintaining a positive relationship with their special people</li> </ul>	<ul style="list-style-type: none"> <li>• Identify qualities of friendship</li> <li>• Suggest reasons why friends sometimes fall out</li> <li>• Rehearse and use, now or in the future, skills for making up again</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'</li> </ul> <p><b>Comic Relief/Sport Relief, World Book Day, Easter egg competition, baking</b></p>	<ul style="list-style-type: none"> <li>• Recognise the factors that make people similar to and different from each other</li> <li>• Recognise that repeated name calling is a form of bullying</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain some of the reasons why different people are bullied</li> <li>• Explore why people have prejudiced views and understand what this is</li> </ul>
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