

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

<b>TOPIC: FOOTPRINTS IN THE SAND</b>			<b>Year Group: 3</b>			
	<b>1</b>	<b>2</b> <b>Wonderful World Week</b>	<b>3</b>	<b>4</b> <b>School trip?</b>	<b>5</b>	<b>6</b>
<b>English</b>	<p>Key Text – Literacy shed</p> <p>Literacy – Speech</p> <p>Reading – To infer characters thoughts and feelings.</p>	<p>Key text – Day of Ahmed’s secret</p> <p>Literacy – Exploring persuasive techniques verbally.</p> <p>Reading – Make predictions and use a range of vocabulary</p>	<p>Key text – Day of Ahmed’s secret</p> <p>Literacy – Writing holiday brochure</p> <p>Reading – Make predictions and use a range of vocabulary</p>	<p>Key text – Meerkat Mail</p> <p>Literacy – Writing a letter.</p> <p>Reading – To be able to sequence events.</p>	<p>Key text – Meerkat Mail</p> <p>Literacy – Writing a letter</p> <p>Reading – Retrieving evidence from the text to support our answers.</p>	<p>Key text – Poetry</p> <p>Literacy – To write a poem about Egypt.</p> <p>Reading – To learn poems off by heart.</p>
<b>Maths</b>	<p><b>Number</b> To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p><b>Problems</b> To solve simple number problems and practical problems more independently.</p> <p><b>Time, shape and measure</b> To independently measure and compare simple volume and capacity (l/ml).</p>	<p><b>Number</b> To add numbers with up to three digits, using formal written methods of columnar addition.</p> <p><b>Problems</b> To solve single problems, including missing number problems, using number facts, place value, and more complex addition independently.</p> <p><b>Time, shape and measure</b> To calculate the perimeter of simple 2-D shapes independently.</p>	<p><b>Number</b> To add numbers with up to three digits, using formal written methods of columnar addition.</p> <p><b>Problems</b> To solve single problems, including missing number problems, using number facts, place value, and more complex addition independently.</p> <p><b>Time, shape and measure</b> Measure, compare, add and subtract mass (kg/g) independently.</p>	<p><b>Number</b> To subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p><b>Problems</b> To solve single problems, including missing number problems, using number facts, place value, and more complex subtraction independently.</p> <p><b>Time, shape and measure</b> To interpret and present simple data using bar charts, (pictograms) and tables.</p>	<p><b>Number</b> To subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p><b>Problems</b> To solve single problems, including missing number problems, using number facts, place value, and more complex subtraction independently.</p> <p><b>Time, shape and measure</b> To interpret and present simple data using bar charts, (pictograms) and tables.</p>	<p><b>Number</b> To solve simple multiplication problems including ones with missing numbers.</p> <p><b>Problems</b> To independently interpret and present simple data using bar charts, (pictograms) and tables.</p> <p><b>Time, shape and measure</b> solve simple one-step and two-step questions such as “How many more?” and “How many fewer?” using information presented in scaled bar charts and pictogram and tables.</p>
<b>Science</b>	<p><b>Knowledge</b> To understand there are different forces: Push, pull and twist.</p>		<p><b>Knowledge</b> To understand forces help us move things and to investigate how much</p>	<p><b>Knowledge</b> An investigation into how well objects slide on surfaces.</p>	<p><b>Knowledge</b> To compare and classify everyday objects into</p>	<p><b>Knowledge</b> To compare the strength of different magnets.</p>

	<p><b>Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>Key Vocabulary</b> Push, pull, twist, force</p>		<p>force is needed to move an object. <b>Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Key Vocabulary</b> Force, push, pull, wind, theory, fair test, investigate, measure</p>	<p><b>Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Key Vocabulary</b> Force, theory, fair test, investigate, measure, friction, heat, speed, surface.</p>	<p>magnetic and non-magnetic. <b>Skills</b> Making systematic and careful observations.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Key Vocabulary</b> magnetic, non-magnetic, attract, attraction, theory</p>	<p><b>Skills</b> Setting up simple practical enquiries, comparative and fair tests.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Key Vocabulary</b> Strength, magnet, attract, magnetic.</p>
PSHE	<p><b>Knowledge</b></p> <p>Belonging to a community</p>	<p><b>Knowledge</b></p> <p>Belonging to a community</p>	<p><b>Knowledge</b></p> <p>Belonging to a community</p>	<p><b>Knowledge</b></p> <p>Circle time</p>	<p><b>Knowledge</b></p> <p>Media literacy and digital resilience</p>	<p><b>Knowledge</b></p> <p>Media literacy and digital resilience</p>

	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>PoS Refs: L1, L2, L3</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• the reasons for rules and laws <b>in school</b></li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p><b>Vocabulary</b></p> <p>Rules Code of conduct Laws Rights Responsibilities Consequences</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>PoS Refs: L1, L2, L3</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• the reasons for rules and laws <b>in wider society</b></li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p><b>Vocabulary</b></p> <p>Rules Laws Rights Responsibilities Consequences</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Rights of a child</b></p> <p><b>PoS Refs: L1, L2, L3</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> </ul> <p><b>Vocabulary</b></p> <p>Human rights Rights of a child Rights Responsibilities Consequences</p>	<p>Use circle time book to focus on belonging to the class</p>	<p>How the internet is used; assessing information online</p> <p><b>PoS Refs: L11, L12</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> </ul> <p><b>Vocabulary</b></p> <p>Internet False True Accurate Online Safety</p>	<p>How the internet is used; assessing information online</p> <p><b>PoS Refs: L11, L12</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> </ul> <p><b>Vocabulary</b></p> <p>Internet False True Accurate Online Safety</p>
<b>Art and Design</b>	<p><b>Knowledge</b></p> <p><b>SKETCHING</b> – mark making</p> <p><b>POS</b> Explain what he/she likes or dislikes about their work, use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p>	<p><b>Knowledge</b></p> <p><b>SKETCHING</b> – creating different shades</p> <p><b>POS</b> Explain what he/she likes or dislikes about their work, explore shading using different media To create sketch books to record their observations</p>	<p><b>Knowledge</b></p> <p><b>SKETCHING</b> – observational skills. Using a simple object – children to begin to put together their sketching skills of mark marking and shading</p> <p><b>POS</b> To experiment with different media</p>	<p><b>Knowledge</b></p> <p><b>SKETCHING</b> – observational skills. Using a simple object – review previous work and sketch a different simple object. Compare and contrast attempt 1 and attempt 2</p> <p><b>POS</b> To experiment with different media</p>	<p><b>Knowledge</b></p> <p><b>DRAWING</b> – Design Hieroglyphics using mark making, printing and tea staining (representing papyrus) on different materials – paper, wood, stone.</p> <p><b>POS</b> Compare and recreate form of natural and manmade objects</p>	<p><b>Knowledge</b></p> <p><b>PRINTING</b> Designing a hieroglyphics block of one of their initials.</p> <p><b>POS</b> create printing blocks using relief or impressed techniques</p> <p><b>Vocabulary</b> Hieroglyphics</p>

	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Vocabulary</b> Sketching Sketching pencils Line Mark Control</p>	<p>and use them to review and revisit ideas.</p> <p><b>Vocabulary</b> Sketching Sketching pencils HB Shade Light dark</p>	<p>Explain what he/she likes or dislikes about their work, To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Vocabulary</b> Sketching Observational drawing</p>	<p>Explain what he/she likes or dislikes about their work, To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Vocabulary</b> Sketching Observational drawing</p>	<p><b>Vocabulary</b> Hieroglyphics Papyrus Ink</p>	<p>Printing Press</p>
<p><b>Computing</b></p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Design, write and debug programmes.</p> <p><b>Skills</b> Children are able to type a short sequence of instructions, using example programmes for inspiration.</p> <p><b>Key Vocabulary</b> Programme Design Writing Bug debug</p>		<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Design, write and debug programmes.</p> <p><b>Skills</b> Children are able to type a short sequence of instructions, using example programmes for inspiration.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Design, write and debug programmes.</p> <p><b>Skills</b> Children are able to type a short sequence of instructions, using example programmes for inspiration.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Design, write and debug programmes.</p> <p><b>Skills</b> Control a device, on and off screen, making predictions about the effect their programming will have.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Design, write and debug programmes.</p> <p><b>Skills</b> Control a device, on and off screen, making predictions about the effect their programming will have.</p>
<p><b>Geography</b></p>		<p><b>Knowledge</b> Place knowledge – comparing Guildford to Modern Egypt PoS2</p> <p>Human geography and trade links linked to the River Nile PoS3</p>				

		<p><b>Skills</b> Describe and understand key aspects of: Physical geography including key topographical features understand how some of these aspects have changed over time focusing on the River Nile and the changes in seasons and ancient vs modern Use maps, atlases, globes and digital maps to locate UK and Egypt and describe features studied i.e using google maps to compare UK and Egypt.</p> <p><b>Vocabulary</b> Deserts Mountains Coasts Rivers Land patterns</p>				
<b>History</b>	<p><b>Knowledge</b> Overview of the earliest civilisations of Ancient Egypt.</p> <p><b>Skills</b> Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) use a variety of resources to find out about aspects</p>		<p><b>Knowledge</b> Overview of the earliest civilisations of Ancient Egypt. The discovery of Tutankhamun’s tomb. Howard Carter vs The water boy</p> <p><b>Skills</b> Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>	<p><b>Knowledge</b> Overview of the earliest civilisations of Ancient Egypt. The mummification process and burial traditions</p> <p><b>Skills</b> Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>	<p><b>Knowledge</b> Overview of the earliest civilisations of Ancient Egypt. Gods and Goddesses</p> <p><b>Skills</b> Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>	<p><b>Knowledge</b> Overview of the earliest civilisations of Ancient Egypt. Hieroglyphics</p> <p><b>Skills</b> Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>

	<p>of life in the past (historical enquiry)</p> <p><b>Vocabulary</b> (pre teaching) Archaeologist Artefact Pharaoh Mummy Pyramid Hieroglyphics Ancient Egypt Tomb</p>		<p>understand that sources can contradict each other (historical interpretations) use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p><b>Vocabulary</b> Archaeologist Artefact Pharaoh Mummy Pyramid Hieroglyphics Ancient Egypt Tomb Valley of the kings</p>	<p>understand that sources can contradict each other (historical interpretations) use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p><b>Vocabulary</b> Pyramid Hieroglyphics Ancient Egypt Tomb Valley of the kings Mummification Sarcophagus Canopic Jar Natron salt</p>	<p>understand that sources can contradict each other (historical interpretations) use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p><b>Vocabulary</b> Archaeologist Artefact Pharaoh Mummy Pyramid Hieroglyphics Ancient Egypt Tomb</p>	<p>understand that sources can contradict each other (historical interpretations) use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p><b>Vocabulary</b> Archaeologist Artefact Pharaoh Mummy Pyramid Hieroglyphics Ancient Egypt Tomb Valley of the kings</p>
<b>Modern Foreign Languages</b>			<p>French – Jolie Ronde</p> <p><b>Knowledge</b> Days of the week</p> <p><b>POS:</b> Explore the patterns and sounds of language through songs and rhymes, linking to spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> <li>• Read out loud familiar everyday words and phrases.</li> <li>• Read out loud familiar words and phrases.</li> </ul> <p><b>Vocabulary</b> Days of the week in french</p>	<p>French – Jolie Ronde</p> <p><b>Knowledge</b> Months of the year</p> <p><b>POS:</b> Explore the patterns and sounds of language through songs and rhymes, linking to spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> <li>• Read out loud familiar everyday words and phrases.</li> <li>• Begin to use phonic knowledge to read words and to begin to use a dictionary with support.</li> </ul> <p><b>Vocabulary</b> Months of the year in french</p>	<p>French – Jolie Ronde</p> <p><b>Knowledge</b> Days of the week Months of the year</p> <p><b>POS:</b></p> <ul style="list-style-type: none"> <li>• Read and understand short written phrases based on familiar themes and topics.</li> <li>• Read out loud familiar words and phrases.</li> </ul> <p><b>Vocabulary</b> Days of the week in french Months of the year in french</p>	<p>French – Jolie Ronde</p> <p><b>Knowledge</b> Customs and traditions in Easter – making pancakes</p> <p><b>POS:</b></p> <ul style="list-style-type: none"> <li>• Read and understand short written phrases based on familiar themes and topics.</li> <li>• Read out loud familiar words and phrases.</li> </ul> <p><b>Vocabulary</b> Pancake Flour Butter Milk Easter in french</p>
<b>Physical Education</b>	<b>Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge</b>					

<p><b>(Cognitive)</b> All Change To Bank or Not to Bank PoS</p> <ul style="list-style-type: none"> <li><i>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</i></li> </ul> <p><b>Skills:</b> <i>Dynamic balance and Coordination</i></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li><i>Travelling</i></li> <li><i>Turning</i></li> <li><i>Relays</i></li> </ul>
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TOPIC: FOOTPRINTS IN THE SAND				Year Group: 3		
	7	8 BOOK WEEK	9 Maths Day 12.03.2020	10	11	12
<b>English</b>	<p>Key Text – Literacy Shed</p> <p>Literacy – Suspense writing</p> <p>Reading – Understanding vocabulary choices to build suspense.</p>	<p>Key text – The Secret of Black Rock</p> <p>Literacy – Re-tell Narrative</p> <p>Reading – To be able to predict what will happen.</p>	<p>Key text – The Secret of Black Rock</p> <p>Literacy – Re-tell Narrative</p> <p>Reading – To be able to retrieve information from a text.</p>	<p>Key text – Diary of a Killer Cat</p> <p>Literacy – Diary entry (Ancient Egyptian or Archaeologist)</p> <p>Reading – To explore writing specific vocabulary choices.</p>	<p>Key text - Diary of a Killer Cat</p> <p>Literacy – Diary entry (Ancient Egyptian or Archaeologist)</p> <p>Reading – To infer how the main character in a diary is feeling.</p>	<p>Key text – Non-fiction text</p> <p>Literacy – Mummification instructions</p> <p>Reading – To be able to sequence events.</p>
<b>Maths</b>	<p><b>Number</b> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p><b>Problem</b> To independently solve simple problems that</p>	<p><b>Number</b> To independently recognise and show, using diagrams, simple equivalent fractions with small denominators.</p> <p><b>Problem</b> Solve problems that involve fractions.</p>	<p><b>Number</b> To independently recognise and show, using diagrams, simple equivalent fractions with small denominators.</p> <p><b>Problem</b> Solve problems that involve fractions.</p>	<p><b>Number</b> To independently add and subtract simple fractions with the same denominator within one whole (e.g. <math>5/7</math>, <math>+ 1/7 = 6/7</math>).</p> <p><b>Problem</b> To independently compare durations of</p>	<p><b>Number</b> To independently add and subtract simple fractions with the same denominator within one whole (e.g. <math>5/7</math>, <math>+ 1/7 = 6/7</math>).</p> <p><b>Problem</b> To independently compare durations of</p>	<p><b>Number</b> To independently add and subtract simple fractions with the same denominator within one whole (e.g. <math>5/7</math>, <math>+ 1/7 = 6/7</math>).</p> <p><b>Problem</b> To independently compare durations of</p>

	involve all of the above independently.  <b>Time, shape and measure</b> To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight independently.	<b>Time, shape and measure</b> To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight independently.	<b>Time, shape and measure</b> To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight independently.	events, for example to calculate the time taken by particular events or tasks.  <b>Time, shape and measure</b> To independently draw simple 2-D shapes	events, for example to calculate the time taken by particular events or tasks.  <b>Time, shape and measure</b> To independently draw simple 2-D shapes	events, for example to calculate the time taken by particular events or tasks.  <b>Time, shape and measure</b> To independently draw simple 2-D shapes
<b>Science</b>	<b>Knowledge</b> To explore why we need light to see things and how some objects are easier to see than others.  <b>Skills</b> Making systematic and careful observations.  Asking relevant questions and using different types of scientific enquiries to answer them.  <b>Key Vocabulary</b> light, dark, shadow, mirror, bright, dim, reflect, eye	<b>Knowledge</b> To investigate how different objects reflect different amounts of light  <b>Skills</b> Making systematic and careful observations.  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.	<b>Knowledge</b> To design and produce reflective strips for night safety  <b>Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them.  Setting up simple practical enquiries, comparative and fair tests.  <b>Key Vocabulary</b> light, dark, shadow, mirror, bright, dim, reflect, reflective, reflector, eye, shiny	<b>Knowledge</b> To explain how a mirror works and notice how reflections look different.  <b>Skills</b> Making systematic and careful observations.  Asking relevant questions and using different types of scientific enquiries to answer them.  Identifying differences, similarities or changes related to simple scientific ideas and processes.  Using straightforward scientific evidence to answer questions or to support their findings.  <b>Key Vocabulary</b> light, dark, mirror, bright, dim, reflect, eye	<b>Knowledge</b> Recognise that shadows are formed when the light from a light source is blocked by a solid object.  <b>Skills</b> Making systematic and careful observations.  Asking relevant questions and using different types of scientific enquiries to answer them.  Identifying differences, similarities or changes related to simple scientific ideas and processes.  Using straightforward scientific evidence to answer questions or to support their findings.  <b>Key Vocabulary</b>	<b>Knowledge</b> Recognise that shadows are formed when the light from a light source is blocked by a solid object.  <b>Skills</b> Making systematic and careful observations.  Asking relevant questions and using different types of scientific enquiries to answer them.  Identifying differences, similarities or changes related to simple scientific ideas and processes.  Using straightforward scientific evidence to answer questions or to support their findings.  <b>Key Vocabulary</b>



		Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  <b>Key Vocabulary</b> light, dark, shadow, mirror, bright, dim, reflect, eye, shiny			light, dark, shadow, bright, dim, reflect, eye, opaque, transparent, translucent	light, dark, shadow, bright, dim, reflect, eye, opaque, transparent
<b>PSHE</b>	<b>Knowledge</b>  <b>Media literacy and digital resilience</b> How the internet is used; assessing information online  PoS Refs: L11, L12  <ul style="list-style-type: none"> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <b>Vocabulary</b>  Internet	<b>Knowledge</b>  <b>Circle Time</b> Focused circle on relevant theme to class i.e. relationships, being positive, resilience	<b>Knowledge</b>  <b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals  PoS Refs: L25, L26, L27, L30  <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> </ul> <b>Vocabulary</b>  Jobs Profession employment	<b>Knowledge</b>  <b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals  PoS Refs: L25, L26, L27, L30  <ul style="list-style-type: none"> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> </ul> <b>Vocabulary</b>  Gender Stereotypes skills	<b>Knowledge</b>  <b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals  PoS Refs: L25, L26, L27, L30  <ul style="list-style-type: none"> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> </ul> <b>Vocabulary</b>  Gender Stereotypes skills	<b>Knowledge</b>  <b>Circle Time</b> Focused circle on relevant theme to class i.e. relationships, being positive, resilience

	Online Safety Reporting Whistle blowing Age appropriate					
<b>Computing</b>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> Control a device, on and off screen, making predictions about the effect their programming will have.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> Control a device, on and off screen, making predictions about the effect their programming will have.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> To evaluate what they like about a programme and what they would change if they were making it.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> To evaluate what they like about a programme and what they would change if they were making it.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> To evaluate what they like about a programme and what they would change if they were making it.</p>	<p><b>Knowledge</b> <b>Digital Technology</b> Coding PoS Use sequence, selection and repetition in programs</p> <p><b>Skills</b> To evaluate what they like about a programme and what they would change if they were making it.</p>
<b>Design and Technology</b>						<p><b>Knowledge</b> Design and create an Ancient Egyptian character moving puppet, using levers and linkages. To be used in a shadow puppet show.</p> <p><b>Skills:</b> Plan a sequence of actions to make a product. Record the plan by drawing (labelled sketches) and writing. Cut character shapes Use lolly sticks or dowels card to make levers and split pins for linkages. Use linkages to make movement larger or more varied.</p>

						Consider and explain how the finished product could be improved.
						<b>Vocabulary</b> Linkage, lever
<b>Music</b>	<p><b>Knowledge</b> Creating a piece of music related to a video clip – Suspense (drums) <u>PoS</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p><b>Skills</b> Perform in different ways and in different situations.</p> <p>Notice and explore the relationships between sounds.</p> <p><b>Vocabulary</b> In tune Expression</p> <p>*Easter Service <b>Knowledge</b> Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Knowledge</b> Creating a piece of music related to a video clip – adding in a new instrument (triangle and glockenspiel) <u>PoS</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p><b>Skills</b> Perform in different ways and in different situations.</p> <p>Notice and explore the relationships between sounds.</p> <p><b>Vocabulary</b> In tune Expression</p> <p>*Easter Service <b>Knowledge</b> Play and perform in solo and ensemble contexts,</p>	<p><b>Knowledge</b> Creating a piece of music related to a video clip – Compose a group piece <u>PoS</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p><b>Skills</b> Perform in different ways and in different situations.</p> <p>Notice and explore the relationships between sounds.</p> <p><b>Vocabulary</b> In tune Expression</p> <p>*Easter Service <b>Knowledge</b> Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Knowledge</b> Creating a piece of music related to a video clip – Perform group piece <u>PoS</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p><b>Skills</b> Perform in different ways and in different situations.</p> <p>Notice and explore the relationships between sounds.</p> <p><b>Vocabulary</b> In tune Expression</p> <p>*Easter Service <b>Knowledge</b> Play and perform in solo and ensemble contexts, using their voices and playing musical</p>		

	<p>instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing in tune with expression.</li> <li>• Begin to sing with control of pitch.</li> <li>• Sing with an awareness and control of pulse and rhythm.</li> </ul>	<p>using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing in tune with expression.</li> <li>• Begin to sing with control of pitch.</li> <li>• Sing with an awareness and control of pulse and rhythm.</li> </ul>	<p>instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing in tune with expression.</li> <li>• Begin to sing with control of pitch.</li> <li>• Sing with an awareness and control of pulse and rhythm.</li> </ul>	<p>instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sing in tune with expression.</li> <li>• Begin to sing with control of pitch.</li> <li>• Sing with an awareness and control of pulse and rhythm.</li> </ul>		
<b>Physical Education</b>	<p><b>Real P.E See progression of weeks 6-12 on Jasmine Unit 4:</b></p> <p><b>Knowledge (Creative)</b>  Like Clockwork  Team Juggling  PoS  <i>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</i></p> <p><b>Skills:</b>  <i>Co-ordination and Counter balance</i></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>Sending</i></li> <li>• <i>Receiving</i></li> <li>• <i>Tactics</i></li> <li>• <i>Accuracy (weight of pass)</i></li> <li>• <i>Positioning (to receive a pass)</i></li> </ul>					
<b>Religious Education</b>	<p><b>Knowledge</b></p> <p>What are important times for Jews?</p> <p>Focus on <i>Passover</i> as a festival and investigate</p>	<p><b>Knowledge</b></p> <p>What are important times for Jews?</p> <p>Focus on the significance of <i>Bar/Bat Mitzvah</i></p>	<p><b>Knowledge</b></p> <p>What are important times for Jews?</p> <p>Focus on the significance of <i>Jewish weddings</i></p>	<p><b>Knowledge</b></p> <p>Easter: What happened – and what matters most to Christians?</p>	<p><b>Knowledge</b></p> <p>Easter: What happened – and what matters most to Christians?</p>	<p><b>Knowledge</b></p> <p>Easter: What happened – and what matters most to Christians?</p>

	<p>some of the major Jewish festivals and explore their links with Jewish history</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify how Jews celebrate special days and give reasons why they are important</li> <li>• Link these with stories or Jewish beliefs</li> <li>• Describe some practices associated with the 'milestones' of a Jew's life</li> <li>• Compare lives and special times with their own lives</li> <li>• Show sensitively to different beliefs than their own</li> </ul> <p><b>Vocabulary:</b> Milestones Passover Sukkot beliefs</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe some practices associated with the 'milestones' of a Jew's life</li> <li>• Compare lives and special times with their own lives</li> <li>• Show sensitively to different beliefs than their own</li> </ul> <p><b>Vocabulary:</b> Milestones beliefs Rites of passage</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe some practices associated with the 'milestones' of a Jew's life</li> <li>• Compare lives and special times with their own lives</li> <li>• Show sensitively to different beliefs than their own</li> </ul> <p><b>Vocabulary:</b> Milestones beliefs Rites of passage</p>	<ul style="list-style-type: none"> <li>• Study and sequence events from Palm Sunday to Easter Day</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Order the key events</li> </ul> <p><b>Vocabulary:</b> Holy Week, Palm Sunday, Easter day</p>	<ul style="list-style-type: none"> <li>• Study links Christians make between the Jewish festival of Passover and the Last Supper.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe the symbols and link them to Christian beliefs about Jesus / Easter</li> <li>• Make links between Jewish Passover and the Lord's Supper / communion</li> </ul> <p><b>Vocabulary:</b> Holy Week, Palm Sunday, Passover symbol</p>	<ul style="list-style-type: none"> <li>• recognise diversity, learning about similarities &amp; differences both within and between religions &amp; beliefs, and the importance of dialogue between them</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• respond to some of the events or puzzling questions (e.g. about sacrifice) and compare their ideas with the ideas of others</li> </ul> <p><b>Vocabulary:</b> Holy Week, Palm Sunday, Passover symbol</p>
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