

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

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

TOPIC: Explorers			Year Group: 3			
	1	2	3 Healthy Living Week	4	5	6
English	Literacy – Narrative	Literacy – Narrative	Literacy – Speech	Literacy – Non-fiction	Literacy – Non-fiction	Literacy – Poetry
Maths	<p>To independently recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>To accurately solve number problems and practical problems independently.</p> <p>To calculate the perimeter of simple 2-D shapes independently.</p>	<p>To accurately add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</p> <p>To accurately solve problems, including missing number problems, using number facts, place value, and more complex addition independently.</p> <p>To accurately measure and compare simple volume and capacity (l/ml) length (m/cm/m) and mass (kg/g).</p>	<p>To accurately use a variety of different formal written methods of columnar subtraction.</p> <p>To accurately solve problems, including missing number problems, using number facts, place value, and more complex subtraction independently.</p> <p>To add and subtract simple volumes and capacities (l/ml), lengths (cm/mm/m) and masses (g/kg) independently.</p>	<p>To accurately solve problems, including missing number problems, involving multiplication and division.</p> <p>To compare, interpret and present simple data using bar charts, (pictograms) and tables with support.</p>	<p>To accurately 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>	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>To accurately solve simple problems that involve all of the fraction skills.</p> <p>To accurately 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.</p>
Science	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of 	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of 	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and 	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of 	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and 	<p><u>Animals including humans- skeleton and nutrition</u> Knowledge</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make

	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>	<p>that they cannot make their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>	<p>that they cannot make their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>	<p>their own food; they get nutrition from what they eat</p> <p>Skills</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary Nutrition</p> <p>Skills vocabulary Difference Similarity</p>
PSHE	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<p>Circle Time</p>	<p>Growing and changing Personal strengths and achievements; managing and re-framing setbacks</p>	<p>Growing and changing Personal strengths and achievements; managing and re-framing setbacks</p>

Art and Design	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>	<p>Knowledge PAINTING – Seurat (dots in particular with latter) ARTIST- George Seurat</p> <p>POS 1, 2, 3, 4</p> <p>Skills use a sketchbook for recording observations, for experimenting with techniques – Particularly the dot patterns Seurat used. Planning out ideas and explore dot patterns using different colours and sizes</p> <p>Vocabulary Photography, composition, landscape, century, exhibition</p>
Computing	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills Control a device, on and off screen, making predictions about the effect their programming will have.</p>	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills Control a device, on and off screen, making predictions about the effect their programming will have.</p>	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills To evaluate what they like about a programme and what they would change if they were making it.</p>	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills To evaluate what they like about a programme and what they would change if they were making it.</p>	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills To evaluate what they like about a programme and what they would change if they were making it.</p>	<p>Knowledge Digital Technology Coding PoS Use sequence, selection and repetition in programs</p> <p>Skills To evaluate what they like about a programme and what they would change if they were making it.</p>
Geography/ History	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>

	<p>The lives of significant individuals visiting different biomes.</p> <p>Fame, global, explore, native, impact</p> <p>Key people-(Shackleton).</p> <p>PoS 2,4, 9</p> <p>Skills use an increasing range of common words and phrases relating to the passing of time (chronological understanding) ☑ describe memories of key events in his/her life using historical vocabulary (chronological understanding) .</p> <p>Vocabulary <i>Fame, global, explore, native, impact</i></p>	<p>The lives of significant individuals visiting different biomes.</p> <p>Fame, global, explore, native, impact</p> <p>Key people-(Shackleton).</p> <p>PoS 2,4, 9</p> <p>Skills use an increasing range of common words and phrases relating to the passing of time (chronological understanding) ☑ describe memories of key events in his/her life using historical vocabulary (chronological understanding) .</p> <p>Vocabulary <i>Fame, global, explore, native, impact</i></p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Vocabulary Map, plan, record, fieldwork, physical geography</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Vocabulary Map, plan, record, fieldwork, physical geography</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Vocabulary Map, plan, record, fieldwork, physical geography</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Vocabulary Map, plan, record, fieldwork, physical geography</p>
<p>Physical Education</p>	<p>THE EXPLORERS (Physical) Continuous Relay Balloon Champs!</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</i> 					

Skills: Agility (reaction and response) and Static balances

Key Vocabulary:

- *Reaction time*
- *Centre of gravity*

**Real P.E
(Health & Fitness)**

Inside out
Rock, Paper, Scissors

PoS

- *I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.*

Skills: Agility (ball chasing) and static balance

Key Vocabulary:

- Components of fitness
- Healthy living
- Balance and control (picking up an objective)

<p>Religious Education</p>	<p>Knowledge POS: <u>How did the Church begin?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning</p>	<p>Knowledge POS: <u>How did the Church begin?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning</p>	<p>Knowledge POS: <u>How did the Church begin?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning</p>	<p>Knowledge POS: <u>Why do Christians share communion?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning</p>	<p>Knowledge POS: <u>Why do Christians share communion?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning</p>	<p>Knowledge POS: <u>Why do Christians share communion?</u> To make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. Study symbolism connected with Pentecost, and what Christians today believe about the Holy Spirit. Skills: retell stories of the Church at its beginning retell the story of Pentecost and describe its importance for Christians</p>
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	<p>retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Pentecost Holy Spirit dove apostles</p>	<p>retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Pentecost Holy Spirit dove apostles</p>	<p>retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Pentecost Holy Spirit dove apostles</p>	<p>retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Communion Last Supper disciples unity</p>	<p>retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Communion Last Supper disciples unity</p>	<p>Suggest meanings for the symbols of Pentecost, making links with the Biblical Account</p> <p>Vocabulary: Communion Last Supper disciples unity</p>
MFL			<p>French – Jolie Ronde</p> <p>Knowledge Days of the week</p> <p>POS: 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"> • Read out loud familiar everyday words and phrases. • Read out loud familiar words and phrases. <p>Vocabulary Days of the week in french</p>	<p>French – Jolie Ronde</p> <p>Knowledge Months of the year</p> <p>POS: 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"> • Read out loud familiar everyday words and phrases. • Begin to use phonic knowledge to read words and to begin to use a dictionary with support. <p>Vocabulary Months of the year in french</p>	<p>French – Jolie Ronde</p> <p>Knowledge Days of the week Months of the year</p> <p>POS:</p> <ul style="list-style-type: none"> • Read and understand short written phrases based on familiar themes and topics. • Read out loud familiar words and phrases. <p>Vocabulary Days of the week in french Months of the year in french</p>	<p>French – Jolie Ronde</p> <p>Knowledge Customs and traditions in Easter – making pancakes</p> <p>POS:</p> <ul style="list-style-type: none"> • Read and understand short written phrases based on familiar themes and topics. • Read out loud familiar words and phrases. <p>Vocabulary Pancake Flour Butter Milk Easter in french</p>

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TOPIC: Explorers				Year Group: 3		
	7	8	9	10	11	12
English	Literacy – Narrative	Literacy – Narrative	Literacy – Speech	Literacy – Non-Fiction	Literacy – Non-Fiction	Literacy – Poetry
Maths	<p>To accurately add and subtract simple fractions with the same denominator within one whole (e.g. $5/7$, $+ 1/7 = 6/7$).</p> <p>To compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>To independently draw simple 2-D shapes</p>	<p>To accurately use a variety of different formal methods of columnar addition and subtraction. To evaluate and compare different written methods which allow them to add and subtract numbers with up to three digits.</p> <p>To confidently identify right angles that two right angles make a half turn, three make three quarters of a turn and identify whether angles are greater than or less than a right angle.</p>	<p>To accurately write and calculate mathematical statements for simple 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 methods with support.</p> <p>To confidently identify horizontal and vertical lines and pairs of perpendicular and parallel lines with support.</p>	Money	Money	Money
Science	STEM Week Shadow investigation	<p>Rocks and Fossils Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are</p>	<p>Rocks and Fossils Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are</p>	<p>Rocks and Fossils Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are</p>	<p>Rocks and Fossils Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are</p>	<p>Rocks and Fossils Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are</p>

		<p>trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Skills Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Vocabulary fossils soils sandstone pumice marble granite crystal absorbant</p>	<p>formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Skills Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Vocabulary fossils soils sandstone pumice</p>	<p>formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Skills Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Vocabulary fossils soils sandstone pumice</p>	<p>formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Skills Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Vocabulary fossils soils sandstone pumice</p>	<p>formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Skills Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Vocabulary fossils soils sandstone pumice</p>
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			marble granite crystal absorbant	marble granite crystal absorbant	marble granite crystal absorbant	marble granite crystal absorbant
PSHE	Growing and changing Personal strengths and achievements; managing and re-framing setbacks	Circle Time	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places	Circle Time
Art and Design	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary Photography, composition, landscape, century, exhibition	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary Photography, composition, landscape, century, exhibition	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary	PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) POS 1, 2, 3, 4 Skills Explain what he/she likes or dislikes about their work, know about some of the great artists, architects and designers in history and describe their work use a sketchbook for recording observations, for experimenting with techniques or planning out ideas, explore shading using different media Vocabulary

			Photography, composition, landscape, century, exhibition	Photography, composition, landscape, century, exhibition	Photography, composition, landscape, century, exhibition	Photography, composition, landscape, century, exhibition
Design & Technology	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>	<p>PoS Design 1&2 To research and develop a design. To generate, develop, model and communicate their ideas through annotated sketches.</p> <p>PoS Technical Knowledge 2 To select a range of materials and components.</p>
Geography/History	<p>History The lives of significant individuals visiting different biomes.</p> <p>Key people Shackleton, Mars Rover.</p> <p>POS 2, 4</p> <p>Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) describe memories of key events in his/</p>	<p>History The lives of significant individuals visiting different biomes.</p> <p>Key people- Shackleton, Mars Rover.</p> <p>POS 2, 4</p> <p>Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) describe memories of key events in his/</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four</p>	<p>Physical Geography – climate zones and different biomes PoS3</p> <p>Geographical skills and fieldwork – using maps and a compass to navigate.</p> <p>Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four</p>

	<p>her life using historical vocabulary (chronological understanding)</p> <p>Vocabulary <i>Fame, global, explore, native, impact</i></p>	<p>her life using historical vocabulary (chronological understanding)</p> <p>Vocabulary <i>Fame, global, explore, native, impact</i></p>	<p>and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Vocabulary Map, plan, record, fieldwork, physical geography.</p>	<p>and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Vocabulary Map, plan, record, fieldwork, physical geography.</p>	<p>and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Vocabulary Map, plan, record, fieldwork, physical geography.</p>	<p>and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Vocabulary Map, plan, record, fieldwork, physical geography.</p>
Music	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>	<p>Recognise a note Play 3 notes.</p> <p><u>VOCABULARY</u> <i>Staff notation/staff/stave Note</i></p>
Physical Education	<p>THE EXPLORERS (Physical) Continuous Relay Balloon Champs!</p> <p><u>PoS</u></p> <ul style="list-style-type: none"> <i>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</i> 					

Skills: Agility (reaction and response) and Static balances

Key Vocabulary:

- *Reaction time*
- *Centre of gravity*

Real P.E

(Health & Fitness)

Inside out

Rock, Paper, Scissors

PoS

- *I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.*

Skills: Agility (ball chasing) and static balance

Key Vocabulary:

- Components of fitness
- Healthy living
- Balance and control (picking up an objective)