	Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT									
TODIC: Front	'Knowledge is power. Information is liberating.' Kofi Annan TOPIC: Explorers Year Group: 3									
TOPIC: Expi			1 2	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	To independently recognise the place value of each digit in a three-digit number (hundreds, tens, ones). To accurately solve number problems and practical problems independently. To calculate the perimeter of simple 2-D shapes independently.	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. To accurately solve problems, including missing number problems, using number facts, place value, and more complex addition independently. To accurately measure and compare simple volume and capacity (I/mI) length (m/cm/m) and mass (kg/g).	To accurately use a variety of different formal written methods of columnar subtraction. To accurately solve problems, including missing number problems, using number facts, place value, and more complex subtraction independently. To add and subtract simple volumes and capacities (I/mI), lengths (cm/mm/m) and masses (g/kg) independently.	To accurately solve problems, including missing number problems, involving multiplication and division. To compare, interpret and present simple data using bar charts, (pictograms) and tables with support.	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.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. To accurately solve simple problems that involve all of the fraction skills. 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.				
Science	Animals including humans- skeleton and nutrition	Animals including humans- skeleton and nutrition	Animals including humans- skeleton and nutrition	Animals including humans- skeleton and nutrition	Animals including humans- skeleton and nutrition	Animals including humans- skeleton and nutrition Knowledge				
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	• identify that				
	identify that	identify that	identify that	identify that	identify that	animals, including				
	animals,	animals,	animals, including	animals,	animals, including	humans, need the				
	including	including	humans, need	including	humans, need	right types and				
	humans, need	humans, need	the right types	humans, need	the right types	amount of				
	the right types	the right types	and amount of	the right types	and amount of	nutrition, and that				
	and amount of	and amount of	nutrition, and	and amount of	nutrition, and	they cannot make				

	nutrition, and that they cannot make their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity	nutrition, and that they cannot make their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity	that they cannot make their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity	nutrition, and that they cannot make their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity	that they cannot make their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity	their own food; they get nutrition from what they eat Skills 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 Vocabulary Nutrition Skills vocabulary Difference Similarity
PSHE	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	Circle Time	Growing and changing Personal strengths and achievements; managing and re-framing setbacks	Growing and changing Personal strengths and achievements; managing and re-framing setbacks

Art and	<u>Knowledge</u>	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Design	PAINTING – Seurat (dots	PAINTING – Seurat (dots	PAINTING – Seurat (dots	PAINTING – Seurat	PAINTING – Seurat (dots	PAINTING – Seurat (dots in
	in particular with latter)	in particular with latter)	in particular with latter)	(dots in particular with	in particular with latter)	particular with latter)
	ARTIST- George Seurat	ARTIST- George Seurat	ARTIST- George Seurat	latter)	ARTIST- George Seurat	ARTIST- George Seurat
	0 · · · · ·	0	,	ARTIST- George Seurat	,	
	POS	POS	POS		POS	POS
	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	POS	1, 2, 3, 4	1, 2, 3, 4
	, , ,			1, 2, 3, 4		
	<u>Skills</u>	Skills	<u>Skills</u>		<u>Skills</u>	Skills
	use a sketchbook for	use a sketchbook for	use a sketchbook for	Skills	use a sketchbook for	use a sketchbook for
	recording observations,	recording observations,	recording observations,	use a sketchbook for	recording observations,	recording observations, for
	for experimenting with	for experimenting with	for experimenting with	recording observations,	for experimenting with	experimenting with
	techniques – Particularly	techniques – Particularly	techniques – Particularly	for experimenting with	techniques – Particularly	techniques – Particularly the
	the dot patterns Seurat	the dot patterns Seurat	the dot patterns Seurat	techniques – Particularly	the dot patterns Seurat	dot patterns Seurat used.
	used. Planning out ideas	used. Planning out ideas	used. Planning out ideas	the dot patterns Seurat	used. Planning out ideas	Planning out ideas and
	and explore dot patterns	and explore dot patterns	and explore dot patterns	used. Planning out ideas	and explore dot patterns	explore dot patterns using
	using different colours	using different colours	using different colours and	and explore dot patterns	using different colours and	different colours and sizes
	and sizes	and sizes	sizes	using different colours	sizes	
				and sizes	5.265	Vocabulary
	Vocabulary	Vocabulary	Vocabulary	3.1.0	Vocabulary	Photography, composition,
	Photography,	Photography,	Photography,	Vocabulary	Photography,	landscape, century,
	composition, landscape,	composition, landscape,	composition, landscape,	Photography,	composition, landscape,	exhibition
	century, exhibition	century, exhibition	century, exhibition	composition, landscape,	century, exhibition	
	,,	,,	,,	century, exhibition	,,	
Computing	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Computing	<u>Digital Technology</u>	Digital Technology	Digital Technology Coding	Digital Technology	Digital Technology Coding	Digital Technology Coding
	Coding	Coding	PoS	Coding	PoS	PoS Country
	PoS	PoS	Use sequence, selection	PoS	Use sequence, selection	Use sequence, selection and
	Use sequence, selection	Use sequence, selection	and repetition in programs	Use sequence, selection	and repetition in	repetition in programs
	and repetition in	and repetition in	and repetition in programs	and repetition in	programs	Tepetition in programs
	programs	programs	Skills	programs	programs	Skills
	programs	programs	To evaluate what they like	programs	Skills	To evaluate what they like
	Skills	Skills	about a programme and	Skills	To evaluate what they like	about a programme and
	Control a device, on and	Control a device, on and	what they would change if	To evaluate what they	about a programme and	what they would change if
	off screen, making	off screen, making	they were making it.	like about a programme	what they would change if	they were making it.
	predictions about the	predictions about the	they were making it.	and what they would	they were making it.	they were making it.
	effect their	effect their programming		change if they were	mey were making it.	
	programming will have.	will have.				
	programming will have.	wiii ilave.		making it.		
Geography/	Knowledge	<u>Knowledge</u>	Knowledge	<u>Knowledge</u>	Knowledge	Knowledge
History						

The liv	ives of significant	The lives of significant	Physical Geography –	Physical Geography –	Physical Geography –	Physical Geography –
individ	iduals visiting	individuals visiting	climate zones and	climate zones and	climate zones and	climate zones and different
differe	ent biomes.	different biomes.	different biomes PoS3	different biomes PoS3	different biomes PoS3	biomes PoS3
native Key pe	e, global, explore, e, impact people-(Shackleton).	Fame, global, explore, native, impact Key people-(Shackleton). Pos	Geographical skills and fieldwork – using maps and a compass to navigate. Skills Use maps, atlases,	Geographical skills and fieldwork – using maps and a compass to navigate.	Geographical skills and fieldwork – using maps and a compass to navigate. Skills Use maps, atlases,	Geographical skills and fieldwork – using maps and a compass to navigate. Skills Use maps, atlases,
PoS	,		• •		· · ·	• •
of con phrase passin (chror under description descript	n increasing range mmon words and ses relating to the ng of time inological rstanding) scribe memories of vents in his/her life	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). Vocabulary Fame, global, explore, native, impact	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. Vocabulary Map, plan, record, fieldwork, physical geography	 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. Vocabulary Map, plan, record, fieldwork, physical geography 	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. Vocabulary Map, plan, record, fieldwork, physical geography	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. Vocabulary Map, plan, record, fieldwork, physical geography

Physical Education

THE EXPLORERS (Physical)

Continuous Relay Balloon Champs!

PoS

• 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.

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.

retell the story of Pentecost

and describe its importance

for Christians

Skills: Agility (ball chasing) and static balance

Key Vocabulary:

retell stories of the

Church at its beginning

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

retell stories of the

Church at its beginning

Religious	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Education	POS: How did the	POS: How did the Church	POS: How did the Church	POS: Why do Christians	POS: Why do Christians	POS: Why do Christians
	Church begin?	begin?	begin?	share communion?	share communion?	share communion?
	To make the link	To make the link between	To make the link between	To make the link	To make the link between	To make the link between
	between the coming of	the coming of the Holy	the coming of the Holy	between the coming of	the coming of the Holy	the coming of the Holy Spirit
	the Holy Spirit to the	Spirit to the Apostles and	Spirit to the Apostles and	the Holy Spirit to the	Spirit to the Apostles and	to the Apostles and the start
	Apostles and the start	the start and spread of	the start and spread of the	Apostles and the start	the start and spread of the	and spread of the early
	and spread of the early	the early Christian	early Christian church.	and spread of the early	early Christian church.	Christian church.
	Christian church.	church.		Christian church.		
			Study symbolism		Study symbolism	Study symbolism connected
	Study symbolism	Study symbolism	connected with Pentecost,	Study symbolism	connected with Pentecost,	with Pentecost, and what
	connected with	connected with	and what Christians today	connected with	and what Christians today	Christians today believe
	Pentecost, and what	Pentecost, and what	believe about the Holy	Pentecost, and what	believe about the Holy	about the Holy Spirit.
	Christians today believe	Christians today believe	Spirit.	Christians today believe	Spirit.	
	about the Holy Spirit.	about the Holy Spirit.		about the Holy Spirit.		Skills:
			Skills:		Skills:	retell stories of the Church
	Skills:	Skills:	retell stories of the Church	Skills:	retell stories of the Church	at its beginning

at its beginning

retell stories of the

Church at its beginning

at its beginning

	retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary:	retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary:	retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary: Pentecost Holy Spirit	retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary:	retell the story of Pentecost and describe its importance for Christians Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary: Communion Last Supper	Suggest meanings for the symbols of Pentecost, making links with the Biblical Account Vocabulary: Communion Last Supper disciples unity
	Pentecost Holy Spirit dove apostles	Pentecost Holy Spirit dove apostles	dove apostles	Communion Last Supper disciples unity	disciples unity	
MFL			French – Jolie Ronde	French – Jolie Ronde	French – Jolie Ronde	French – Jolie Ronde
			Knowledge Days of the week POS: Explore the patterns and sounds of language through songs and rhymes, linking to spelling, sound and meaning of words. Read out loud familiar everyday words and phrases. Read out loud familiar words and phrases. Vocabulary Days of the week in french	Knowledge Months of the year POS: Explore the patterns and sounds of language through songs and rhymes, linking to spelling, sound and meaning of words. 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. Vocabulary Months of the year in french	Knowledge Days of the week Months of the year POS: Read and understand short written phrases based on familiar themes and topics. Read out loud familiar words and phrases. Vocabulary Days of the week in french Months of the year in french	Knowledge Customs and traditions in Easter – making pancakes POS: • Read and understand short written phrases based on familiar themes and topics. • Read out loud familiar words and phrases. Vocabulary Pancake Flour Butter Milk Easter in french

		Guildford Grove Curriculum – Q	uality of Education – INTER	NT – IMPLEMENTATION – I	MPACT	
		'Knowledge is p	ower. Information is libera	ating.' Kofi Annan		
TOPIC: Expl	lorers		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	To accurately add and subtract simple fractions with the same denominator within one whole (e.g. 5/7, +	To accurately use a variety of different formal methods of columnar addition and subtraction. To evaluate and	To accurately write and calculate mathematical statements for simple multiplication and	Money	Money	Money
	1/7 = 6/7). To compare durations of events, for example to calculate the time taken by particular events or tasks. To independently draw simple 2-D shapes	compare different written methods which allow them to add and subtract numbers with up to three digits. 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.	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. To confidently identify horizontal and vertical lines and pairs of perpendicular and			
Science	STEM Week Shadow investigation	Rocks and Fossils Knowledge Compare and group together	parallel lines with support. Rocks and Fossils Knowledge Compare and group	Rocks and Fossils Knowledge Compare and group	Rocks and Fossils Knowledge Compare and group	Rocks and Fossils Knowledge Compare and group
		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	together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are	together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are	together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are	together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are

trapped within rock and recognise that soils are made from rocks and organic matter.

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

Vocabulary

fossils soils sandstone pumice marble granite crystal absorbant formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.

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

Vocabulary fossils

fossils soils sandstone pumice formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.

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

Vocabulary

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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

Vocabulary

sandstone

pumice

fossils

soils

Vocabulary

fossils soils sandstone pumice

Skills

formed when things

trapped within rock and

recognise that soils are

made from rocks and

organic matter.

that have lived are

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

		marble	marble	marble	marble
					granite
				=	crystal
		-		=	absorbant
Growing and changing	Circle Time				Circle Time
		_			55.5 15
_				•	
		1		1	
re manning sectorics		unfamiliar places	unfamiliar places	unfamiliar places	
DAINTING	DAINTING:	DAINTING	DAINTING	DAINTING	PAINTING:
_					
in the style of Seurat.	in the style of Seurat.	in the style of Seurat.	in the style of Seurat.	in the style of Seurat.	In the style of Seurat.
ARTIST:	ARTIST:	ARTIST:	ARTIST:	ARTIST:	ARTIST:
Seurat (dots in particular	Seurat (dots in particular	Seurat (dots in	Seurat (dots in	Seurat (dots in	Seurat (dots in
with latter)	with latter)	particular with latter)	particular with latter)	particular with latter)	particular with latter)
POS	POS	POS	POS	POS	POS
1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Skills	Skills	Skills	Skills	Skills	Skills
Explain what he/she likes or	Explain what he/she likes or	Explain what he/she	Explain what he/she	Explain what he/she	Explain what he/she
dislikes about their work,	dislikes about their work,	likes or dislikes about their work,	likes or dislikes about their work,	likes or dislikes about their work,	likes or dislikes about their work,
know about some of the	know about some of the				
great artists, architects and	great artists, architects and	know about some of the	know about some of the	know about some of the	know about some of the
designers in history and	designers in history and	great artists, architects	great artists, architects	great artists, architects	great artists, architects
describe their work	describe their work	and designers in history	and designers in history	and designers in history	and designers in history
		and describe their work	and describe their work	and describe their work	and describe their work
use a sketchbook for	use a sketchbook for				
recording observations, for	recording observations, for	use a sketchbook for	use a sketchbook for	use a sketchbook for	use a sketchbook for
experimenting with	experimenting with	recording observations,	recording observations,	recording observations,	recording observations,
techniques or planning out	techniques or planning out	for experimenting with	for experimenting with	for experimenting with	for experimenting with
ideas, explore shading using	ideas, explore shading using	techniques or planning	techniques or planning	techniques or planning	techniques or planning
different media	different media	out ideas, explore		out ideas, explore	out ideas, explore
					shading using different
-	-	media	media	media	media
	=				
landscape, century,	landscape, century,	Vocabulary	Vocabulary	Vocabulary	Vocabulary
exhibition	exhibition				
	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,	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, 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,	Growing and changing Personal strengths and achievements; managing and re-framing setbacks 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 PAINTING: In the style of Seurat. 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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 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, PAINTING: In the style of Seurat. ARTIST: Seurat (dots in particular with latter) PAINTING: In the style of Seurat. 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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 POS to the proposition, POS to the proposition to the proposition, POS to the proposition to the proposition, POS to the proposition to the proposition and proposition the proposition to the proposition and proposition to the proposition and proposition to the proposition to th

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

	her life using historical vocabulary (chronological understanding) Vocabulary Fame, global, explore, native, impact	her life using historical vocabulary (chronological understanding) Vocabulary Fame, global, explore, native, impact	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. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,	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. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,	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. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,	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. 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. Vocabulary Map, plan, record, fieldwork, physical geography.	including sketch maps, plans and graphs, and digital technologies. Vocabulary Map, plan, record, fieldwork, physical geography.	including sketch maps, plans and graphs, and digital technologies. Vocabulary Map, plan, record, fieldwork, physical geography.	including sketch maps, plans and graphs, and digital technologies. Vocabulary Map, plan, record, fieldwork, physical geography.
Music	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note	Recognise a note Play 3 notes. VOCABULARY Staff notation/staff/stave Note
Physical Education	THE EXPLORERS (Physical) Continuous Relay Balloon Champs! Pos I can perform a rang speed.	ge of skills with some control o				,

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

<u>PoS</u>

• 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)