

TOPIC: Tools from the past.						Year Group: 3		
	1 (2 days)	1	2	3	4	5	6	7
English	<p>Key text: The Colour Monster</p> <p>Writing Skills – Speaking and writing sentences.</p>	<p>Key text: Voices in the Park</p> <p>Reading skills – Understanding vocabulary types.</p> <p>Writing Skills – To use nouns in writing.</p> <p>Writing opportunity – To write setting descriptions.</p>	<p>Key text: Voices in the Park</p> <p>Reading skills – Predicting what happens next.</p> <p>Writing Skills – To plan a story.</p> <p>Writing opportunity – To retell a story.</p>	<p>Key text: Kind</p> <p>Reading skills – Exploring vocabulary.</p> <p>Writing Skills – To use verbs and imperative verbs.</p> <p>Writing opportunity – To write a recipe.</p>	<p>Key text: Silly Billy</p> <p>Reading skills – Predicting what happens next.</p> <p>Writing Skills – To describe characters.</p> <p>Writing opportunity – To write a character description.</p>	<p>Key text: Silly Billy</p> <p>Reading skills – Sequencing events.</p> <p>Writing Skills – To plan a story.</p> <p>Writing opportunity – To write a new narrative.</p>	<p>Key text: Rosa Parks</p> <p>Reading skills – Features of non-fiction text.</p> <p>Writing Skills – Chronological report</p> <p>Writing opportunity – Biography</p>	<p>Key text: Rosa Parks</p> <p>Reading skills – Sequencing and features of non-fiction text.</p> <p>Writing Skills – Chronological report</p> <p>Writing opportunity – Biography</p>
Maths	<p>Number Recap counting numbers.</p>	<p>Number To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Problems To solve simple number problems and practical problems more independently.</p> <p>Time, shape and measure To independently measure and compare simple volume and capacity (l/ml).</p>	<p>Number To add numbers with up to three digits, using formal written methods of columnar addition.</p> <p>Problems To solve single problems, including missing number problems, using number facts, place value, and more complex addition independently.</p> <p>Time, shape and measure To calculate the perimeter of simple 2-D shapes independently.</p>	<p>Number To add numbers with up to three digits, using formal written methods of columnar addition.</p> <p>Problems To solve single problems, including missing number problems, using number facts, place value, and more complex addition independently.</p> <p>Time, shape and measure, Compare, add and subtract mass (kg/g) independently.</p>	<p>Number To subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p>Problems To solve single problems, including missing number problems, using number facts, place value, and more complex subtraction independently.</p> <p>Time, shape and measure To interpret and present simple data using bar charts,</p>	<p>Number To subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p>Problems To solve single problems, including missing number problems, using number facts, place value, and more complex subtraction independently.</p> <p>Time, shape and measure To interpret and present simple data using bar charts.</p>	<p>Number To solve simple multiplication problems including ones with missing numbers.</p> <p>Problems To independently interpret and present simple data using bar charts, (pictograms) and tables.</p> <p>Time, shape and measure Solve simple one-step and two-step questions such as “How many more?” and “How many fewer?” using information presented in</p>	<p>Number Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Problem To independently solve simple problems that involve all of the above independently.</p> <p>Time, shape and measure To estimate and read time with increasing accuracy to the nearest minute; record and compare time in</p>

					(pictograms) and tables.		scaled bar charts an	terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m, morning, afternoon, noon and midnight independently
Science		<p>Knowledge: To describe what we know about the different parts of plants and to ask questions about plants for further investigation.</p>	<p>Knowledge: To make detailed observations of the similarities and differences in a variety of leaves, and relate these to the function of leaves.</p>	<p>Knowledge: To plan and set up a fair test investigation to find out the effect of removing the leaves from a growing plant.</p>	<p>Knowledge: To explain observations of water being transported in plants and make predictions based on observations.</p>	<p>Knowledge: To present information about the functions of the stem.</p>	<p>Knowledge: To name the main stages of a flowering plant's life cycle and present them in a sequenced diagram.</p>	<p>Knowledge: To identify and compare the parts of flowers and describe their functions.</p>
PSHE	<p>Circle Time Starting in Year 3 and feelings.</p>	<p>Circle Time Starting in Year 3.</p>	<p>Knowledge What makes a family? Features of family life. Skills To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents That being part of a family provides support, stability and love. Vocabulary</p>	<p>Knowledge What makes a family Features of family life. Skills The positive aspects of being part of a family, such as spending time together and caring for each other The different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. Vocabulary Caring, same, different, support</p>	<p>Knowledge What makes a family Features of family life. Skills To identify if/when something in a family might make someone upset or worried What to do and whom to tell if family relationships are making them feel unhappy or Unsafe. Vocabulary Concern, worry, upset, trust, confide</p>	<p>Circle Time</p>	<p>Knowledge Personal boundaries and safely responding to others. The impact of hurtful behaviour. Skills What is appropriate to share with friends, classmates, family and wider social groups including online What privacy and personal boundaries are, including online Basic strategies to help keep themselves safe online e.g.</p>	<p>Knowledge Personal boundaries and safely responding to others. The impact of hurtful behaviour. Skills That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved About bullying online, and the similarities and differences to face-to-face bullying</p>

			Parents, family, blended, stability, love, support PoS Refs: R1, R6, R7, R8, R9	PoS Refs: R1, R6, R7, R8, R9	PoS Refs: R1, R6, R7, R8, R9		passwords, using trusted sites and adult supervision. Vocabulary Appropriate, online, private, concern, boundary, adults PoS Refs: R19, R22, R24, R30	What to do and whom to tell if they see or experience bullying or hurtful behaviour. Vocabulary Hurtful, bullying, consequence, online PoS Refs: R19, R22, R24, R30
Art and Design		<p>TOOLS FROM THE PAST ARTIST- Study of cave artists. Knowledge Who created cave paintings? What did the creations look like and what was used to create them? Skills To be able to understand what prehistoric life was like. Vocabulary Prehistoric, Neanderthal, caves paintings, stone age. POS 1, 2,3, 4</p>	<p>TOOLS FROM THE PAST DRAWING – Sketching and then painting using watercolours - prehistoric beasts. Pencils. Knowledge What did prehistoric beasts look like? Learning how to use pencils to sketch. Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. To be able to understand and identify key aspects such as complimentary colours, colour as</p>	<p>TOOLS FROM THE PAST DRAWING – Sketching and then painting using watercolours - prehistoric beasts. Paint, pastels and chalk based resources. Knowledge What did prehistoric beasts look like? Learning how to use other mediums to create authentic imagery. Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. To be able to understand and identify key aspects such as</p>	<p>TOOLS FROM THE PAST PAINTING – Recreating cave painting as class collage. Animals. Knowledge What did cave paintings look like? What materials can we use to create authentic imagery of animals? Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. Vocabulary Prehistoric, Neanderthal, caves paintings, stone age, collage. POS 1, 2,3, 4</p>	<p>TOOLS FROM THE PAST PAINTING – Recreating cave painting as class collage. Stone age life. Knowledge What did cave paintings look like? What materials can we use to create authentic imagery of life in the stone age. Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. Vocabulary Prehistoric, Neanderthal, caves paintings, stone age, collage. POS 1, 2,3, 4</p>	<p>TOOLS FROM THE PAST 3D SCULPTURE – Sculpting clay bowls from natural materials. Knowledge What did stone age people use to create bowls? How would they go about making bowls? Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. Vocabulary Prehistoric, Neanderthal, caves paintings, stone age, tools, bowls, sculpt. POS 1, 2,3, 4</p>	<p>TOOLS FROM THE PAST 3D SCULPTURE – Sculpting clay and natural materials to make a stone age house. Knowledge What did stone age houses look like? What different materials will we need to build one. Skills Experiment with different materials to create a range of effects and use these techniques in the completed art work. understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>

			tone, warm and cold colours. Vocabulary Prehistoric, Neanderthal, Cave paintings, stone age, tools, materials. POS 1, 2,3, 4	complimentary colours, colour as tone, warm and cold colours. Vocabulary Prehistoric, Neanderthal, caves paintings, stone age, tools, materials. POS 1, 2,3, 4				Vocabulary Prehistoric, Neanderthal, caves paintings, stone age, tools, materials, sculpt, house. POS 1, 2,3, 4
History		Knowledge Our own personal timeline. Timelines, the evolution of lifestyle and living. Skills Place some historical periods in a chronological framework (chronological understanding) Vocabulary • Timeline • Dates • Past • present	Knowledge Timelines of civilizations. Timelines, the evolution of lifestyle and living. Skills Place some historical periods in a chronological framework (chronological understanding) Vocabulary • Timeline • Dates • Past • present	Knowledge Stone Age Houses Timelines, the evolution of lifestyle and living. Skills Place some historical periods in a chronological framework (chronological understanding) Vocabulary • Timeline • Dates • Past • present	Knowledge Butser Farm Educational Visit Change in Britain from the Stone Age all the way through to the Iron Age. Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) Vocabulary • Prehistoric • Flint • Culture • Tool • Archaeology	Knowledge Butser Farm Change in Britain from the Stone Age all the way through to the Iron Age. Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) Vocabulary • Prehistoric • Flint • Culture • Tool • Archaeology	Knowledge Skara Brae Change in Britain from the Stone Age all the way through to the Iron Age. Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) Vocabulary • Prehistoric • Flint • Culture • Tool • Archaeology	Knowledge Stone Henge Change in Britain from the Stone Age all the way through to the Iron Age. Skills Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) Vocabulary • Prehistoric • Flint • Culture • Tool • Archaeology
Physical Education		Real PE – Personal Knowledge • I try several times if at first I don't succeed and I ask for help when appropriate • I can follow instructions,	Real PE – Personal Knowledge • I try several times if at first I don't succeed and I ask for help when appropriate • I can follow instructions,	Real PE – Personal Knowledge • I try several times if at first I don't succeed and I ask for help when appropriate • I can follow instructions,	Real PE – Social Knowledge • I can help, praise and encourage others in their learning. • I show patience and support others, listening	Real PE – Social Knowledge • I can help, praise and encourage others in their learning. • I show patience and support others, listening	Real PE – Social Knowledge • I can help, praise and encourage others in their learning. • I show patience and support others, listening	Real PE – Social Knowledge • I can help, praise and encourage others in their learning. • I show patience and support others, listening

		practise safely and work on simple tasks by myself. Skills <ul style="list-style-type: none"> • Co-ordination and Static Balance Vocabulary <ul style="list-style-type: none"> • Fluent movement • Perseverance 	practise safely and work on simple tasks by myself. Skills <ul style="list-style-type: none"> • Co-ordination and Static Balance Vocabulary <ul style="list-style-type: none"> • Fluent movement • Perseverance 	practise safely and work on simple tasks by myself. Skills <ul style="list-style-type: none"> • Co-ordination and Static Balance Vocabulary <ul style="list-style-type: none"> • Fluent movement • Perseverance 	carefully to them about our work. I am happy to show and tell them about my ideas. Skills <ul style="list-style-type: none"> • Dynamic balance to agility and static balance Vocabulary <ul style="list-style-type: none"> • Transfer of momentum • Soft landing • Roles • Responsibilities 	carefully to them about our work. I am happy to show and tell them about my ideas. Skills <ul style="list-style-type: none"> • Dynamic balance to agility and static balance Vocabulary <ul style="list-style-type: none"> • Transfer of momentum • Soft landing • Roles • Responsibilities 	carefully to them about our work. I am happy to show and tell them about my ideas. Skills <ul style="list-style-type: none"> • Dynamic balance to agility and static balance Vocabulary <ul style="list-style-type: none"> • Transfer of momentum • Soft landing • Roles • Responsibilities 	carefully to them about our work. I am happy to show and tell them about my ideas. Skills <ul style="list-style-type: none"> • Dynamic balance to agility and static balance Vocabulary <ul style="list-style-type: none"> • Transfer of momentum • Soft landing • Roles • Responsibilities
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Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT

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

TOPIC: Tools from the past.					Year Group: 3		
	1	2	3	4	5	6	7
English	Key text: The stone Age Boy Reading skills – Understanding vocabulary. Writing Skills – To write descriptively. Writing opportunity – To retell a story.	Key text: The Stone Age Boy Reading skills – Using inference. Writing Skills – To write descriptively. Writing opportunity – To retell a story.	Key text: How to wash a Woolly Mammoth Reading skills – Sequencing events. Writing Skills – To use imperative verbs. Writing opportunity – To write instructions.	Key text: How to wash a Woolly Mammoth Reading skills – Understanding vocabulary. Writing Skills – To use imperative verbs in writing. Writing opportunity – To write a set of instruction.	Key text: Non-Fiction text Reading skills – Features of non-fiction text. Writing Skills – To understand features of non-fiction text writing. Writing opportunity – To write a non-chronological report	Key text: Jolly Christmas Postman Reading skills – Using inference. Writing Skills – To layout a letter. Writing opportunity – To write a letter.	Key text: The Nativity Story Reading skills – Sequencing events. Writing Skills – To write descriptively. Writing opportunity – To retell a story.
Maths	Number Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Problem	Number To independently recognise and show, using diagrams, simple equivalent fractions with small denominators. Problem	Number To independently recognise and show, using diagrams, simple equivalent fractions with small denominators. Problem	Number To independently add and subtract simple fractions with the same denominator within one whole (e.g. $5/7, + 1/7 = 6/7$). Problem	Number To independently add and subtract simple fractions with the same denominator within one whole (e.g. $5/7, + 1/7 = 6/7$). Problem	Number To independently add and subtract simple fractions with the same denominator within one whole (e.g. $5/7, + 1/7 = 6/7$). Problem	Number To independently add and subtract simple fractions with the same denominator within one whole (e.g. $5/7, + 1/7 = 6/7$). Problem

	<p>To independently solve simple problems that involve all of the above independently.</p> <p>Time, shape and measure 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</p>	<p>Solve problems that involve fractions.</p> <p>Time, shape and measure</p> <p>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.</p>	<p>Solve problems that involve fractions.</p> <p>Time, shape and measure</p> <p>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.</p>	<p>To independently compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Time, shape and measure</p> <p>To independently draw simple 2-D shapes</p>	<p>To independently compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Time, shape and measure</p> <p>To independently draw simple 2-D shapes</p>	<p>To independently compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Time, shape and measure</p> <p>To independently draw simple 2-D shapes</p>	<p>To independently compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Time, shape and measure</p> <p>To independently draw simple 2-D shapes</p>
Science	<p>Knowledge:</p> <p>To examine different rocks in order to describe, compare and contrast their properties.</p> <p>Success criteria:</p> <p>I can describe different properties of rocks.</p> <p>I can group rocks according to their properties.</p>	<p>Knowledge:</p> <p>To sort rocks according to their properties using a key.</p> <p>Success criteria:</p> <p>I can identify and name some different kinds of</p> <p>Knowledge:</p> <p>To explore fossils to find out what they are.</p> <p>Success criteria:</p> <p>I can explain how fossils are formed.</p> <p>I can sequence the stages of the process.</p> <p>I can use a storyboard to communicate my ideas</p> <p>rocks.</p> <p>I can sort rocks by carefully observing</p>	<p>Knowledge:</p> <p>To test and compare rocks to identify which is the hardest.</p> <p>Success criteria:</p> <p>I can test rocks to investigate their hardness.</p> <p>I can order them from hardest to softest.</p> <p>I can suggest when a hard rock might be more useful than a soft one.</p>		<p>Knowledge:</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <p>Success criteria:</p> <p>I can explain the difference between a bone and a fossil.</p> <p>I can order the steps of how a fossil is formed.</p>	<p>Knowledge:</p> <p>Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>I can explain how soil is formed.</p>	<p>Knowledge:</p> <p>Assessment Focus</p> <p>Can children group rocks based on properties?</p> <p>Can children talk about / draw a diagram / write about their findings?</p> <p>Can children draw conclusions about the least / most wearing rock?</p>

		their properties and using a key.					
PSHE	Circle Time	<p>Knowledge Personal boundaries and safely responding to others The impact of hurtful behaviour</p> <p>Skills To recognise respectful behaviours e.g. helping or including others, being responsible.</p> <p>Vocabulary Respect, hurtful, behaviour, kind</p> <p>PoS Refs: R30, R31</p>	Circle Time	<p>Knowledge Recognise respectful behaviour, the importance of self-respect, curtesy and being polite.</p> <p>Skills How to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>Vocabulary Respect, behaviour, online, curtesy</p> <p>PoS Refs: R30, R31</p>	<p>Knowledge Recognise respectful behaviour, the importance of self-respect, curtesy and being polite</p> <p>Skills The importance of self-respect and their right to be treated respectfully by others What it means to treat others, and be treated, politely.</p> <p>Vocabulary Self-respect, right, kind, polite, impact, actions</p> <p>PoS Refs: R30, R31</p>	<p>Knowledge Recognise respectful behaviour, the importance of self-respect, curtesy and being polite.</p> <p>Skills The ways in which people show respect and courtesy in different cultures and in wider society.</p> <p>Vocabulary Respect, courtesy, understanding, considerate, others</p> <p>PoS Refs: R30, R31</p>	Circle Time
Computing			<p>Knowledge Use technology safely, respectfully and responsibly.</p> <p>Skills Begin to understand the need to abide by school e-safety rules.</p>	<p>Knowledge Use technology safely, respectfully and responsibly.</p> <p>Skills Begin to understand the need to abide by school e-safety rules.</p>	<p>Knowledge Recognising acceptable and unacceptable behaviour.</p> <p>Skills Begin to understand the need to abide by school e-safety rules.</p>	<p>Knowledge Recognising acceptable and unacceptable behaviour.</p> <p>Skills Begin to understand the need to abide by school e-safety rules.</p>	<p>Knowledge Use search technologies effectively.</p> <p>Skills Using another curriculum area, children use ICT to find answers, making use of search engines and hyperlinks as appropriate.</p>
History	<p>Knowledge Stone Age Tools Change in Britain from the Stone Age all the way through to the Iron Age.</p> <p>Skills</p>	<p>Knowledge The Iron Age Change in Britain from the Stone Age all the way through to the Iron Age.</p> <p>Skills</p>					

	<p>Use an increasing range of common words and phrases relating to the passing of time (chronological understanding).</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Prehistoric • Flint • Culture • Tool • Archaeology 	<p>Use an increasing range of common words and phrases relating to the passing of time (chronological understanding) .</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Prehistoric • Flint • Culture • Tool • Archaeology 					
Modern Foreign Languages			<p>French – Jolie Ronde Number 0 -10</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. <p>Skills</p> <p>Repeat words modelled by the teacher; listen and show understanding of single words through physical response.</p> <p>Speak in simple sentences using familiar vocabulary.</p> <p>Pronounce words showing a knowledge of sound patterns (or</p>	<p>French – Jolie Ronde Greetings</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. <p>Skills</p> <p>Repeat words modelled by the teacher; listen and show understanding of single words through physical response.</p> <p>Speak in simple sentences using familiar vocabulary.</p> <p>Pronounce words showing a knowledge of sound patterns (or</p>	<p>French – Jolie Ronde Classroom instructions</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. <p>Skills</p> <p>Repeat words modelled by the teacher; listen and show understanding of single words through physical response.</p> <p>Speak in simple sentences using familiar vocabulary.</p> <p>Pronounce words showing a knowledge</p>	<p>French – Jolie Ronde Colours</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. <p>Skills</p> <p>Repeat words modelled by the teacher; listen and show understanding of single words through physical response.</p> <p>Speak in simple sentences using familiar vocabulary.</p> <p>Pronounce words showing a knowledge of sound patterns (or</p>	<p>French – Jolie Ronde Knowledge</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. <p>Skills</p> <p>Repeat words modelled by the teacher; listen and show understanding of single words through physical response.</p> <p>Speak in simple sentences using familiar vocabulary.</p> <p>Pronounce words showing a knowledge of sound patterns (or listen to and</p>

			listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary France Joyeux Noël French Je suis	listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary France Joyeux Noël French Je suis	of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary France Joyeux Noël French Je suis	listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary France Joyeux Noël French Je suis	accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary France Joyeux Noël French Je suis
Physical Education	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays	Real P.E – See progression of weeks 1-6 on Jasmine: Unit 3 Knowledge (Cognitive) All Change To Bank or Not to Bank Programme of Study 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. Skills: Dynamic balance and coordination. Key Vocabulary: • Travelling • Turning • Relays
Religious Education	Knowledge What does God look like to you? Skills Suggest meanings for different aspects of Trinity symbolism,	Knowledge How does the Bible reveal God’s rescue plan? (The story of Noah’s Ark) Skills	Knowledge How does the Bible reveal God’s rescue plan? (The story of Noah’s Ark) Skills	Knowledge Explore the tradition of present-giving through the account of Jesus’ birth. Skills	Knowledge Consider the symbolism of the gifts brought by the Magi, Skills Talk about the features/symbolism	Knowledge How some different ways of giving at Christmas might better express the ‘spirit’ of Christmas. Skills	

	<p>using appropriate vocabulary. Vocabulary Trinity Symbolism. God.</p>	<p>Suggest what Christians might learn about God from stories in the Bible. Vocabulary Noah, Ark, Bible, Story</p>	<p>Describe how a story from the Bible illustrates God rescuing people. Identify historical facts within the Bible times and by different people. Vocabulary Noah, Ark, Bible, Story.</p>	<p>Talk about the features/symbolism of the gifts and what they might mean Be able to say which parts of Christmas maintain the true meaning and why. Vocabulary Gold, Frankincense, Myrrh, gifts.</p>	<p>of the gifts and what they might mean Be able to say which parts of Christmas maintain the true meaning and why Vocabulary Gold, Frankincense, Myrrh, gifts.</p>	<p>Discuss what Jesus might think about Christmas and over-commercialisation Know how a gift might make a difference to someone. Vocabulary Gold, Frankincense, Myrrh, gifts.</p>	
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