		*Guildford		Quality of Education -				
			'Knowledge is p	oower. Information is	liberating.' Kofi Anna			
TOPIC: Too	ols from the past.			1	I	Year Group: 3	T	T
	1 (2 days)	1	2	3	4	5	6	7
English	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:
	The Colour	Voices in the Park	Voices in the Park	Kind	Silly Billy	Silly Billy	Rosa Parks	Rosa Parks
	Monster	Reading skills –	Reading skills –	Reading skills –	Reading skills –	Reading skills –	Reading skills –	Reading skills –
	Writing Skills –	Understanding	Predicting what	Exploring	Predicting what	Sequencing	Features of non-	Sequencing and
	Speaking and	vocabulary types.	happens next.	vocabulary.	happens next.	events.	fiction text.	features of non-
	writing sentences.	Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	fiction text.
		To use nouns in	To plan a story.	To use verbs and	To describe	To plan a story.	Chronological	Writing Skills –
		writing.	Writing	imperative verbs.	characters.	Writing	report	Chronological
		Writing	opportunity –	Writing	Writing	opportunity –	Writing	report
		opportunity –	To retell a story.	opportunity –	opportunity –	To write a new	opportunity –	Writing
		To write setting		To write a recipe.	To write a	narrative.	Biography	opportunity –
		descriptions.			character			Biography
			_	_	description.	_	_	
Maths	Number	Number	Number	Number	Number	Number	Number	Number
	Recap counting	To recognise the	To add numbers	To add numbers	To subtract	To subtract	To solve simple	Recognise, find
	numbers.	place value of each	with up to three	with up to three	numbers with up	numbers with up	multiplication	and write fractions
		digit in a three-	digits, using formal	digits, using formal	to three digits,	to three digits,	problems including	of a discrete set of
		digit number	written methods	written methods	using formal	using formal	ones with missing	objects: unit
		(hundreds, tens,	of columnar	of columnar	written methods	written methods	numbers.	fractions and non-
		ones).	addition.	addition.	of columnar	of columnar	Problems	unit fractions with
		Problems	Problems	Problems	subtraction.	subtraction.	To independently	small
		To solve simple	To solve single	To solve single	Problems	Problems	interpret and	denominators.
		number problems	problems,	problems,	To solve single	To solve single	present simple	Problem
		and practical	including missing	including missing	problems,	problems,	data using bar	To independently
		problems more	number problems,	number problems,	including missing	including missing	charts,	solve simple
		independently.	using number	using number	number problems,	number problems,	(pictograms) and	problems that
		Time, shape and	facts, place value,	facts, place value,	using number	using number	tables.	involve all of the
		measure	and more complex addition	and more complex addition	facts, place value,	facts, place value,	Time, shape and measure	above
		To independently measure and			and more complex	and more complex		independently.
			independently.	independently.	subtraction	subtraction	Solve simple one-	Time, shape and
		compare simple volume and	Time, shape and	Time, shape and	independently.	independently.	step and two-step	measure To estimate and
			measure	measure,	Time, shape and	Time, shape and	questions such as	
		capacity (I/ml).	To calculate the	Compare, add and	measure	measure To interpret and	"How many more?" and "How	read time with
			perimeter of	subtract mass	To interpret and	·		increasing
			simple 2-D shapes	(kg/g)	present simple	present simple	many fewer?"	accuracy to the
			independently.	independently.	data using bar	data using bar	using information	nearest minute;
					charts,	charts.	presented in	record and
								compare time in

					(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		Knowledge: To describe what we know about the different parts of plants and to ask questions about plants for further	Knowledge: To make detailed observations of the similarities and differences in a variety of leaves, and relate these to	investigation to find out the effect of removing the	Knowledge: To explain observations of water being transported in plants and make	Knowledge: To present information about the functions of the stem.	Knowledge: To name the main stages of a flowering plant's life cycle and present them in a sequenced	Knowledge: To identify and compare the parts of flowers and describe their functions.
		investigation.	the function of leaves.	leaves from a growing plant.	predictions based on observations.		diagram.	
PSHE	Circle Time Starting in Year 3 and feelings.	Circle Time Starting in Year 3.	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	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	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	Circle Time	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.	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

		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	TOOLS FROM THE PAST	TOOLS FROM THE PAST	TOOLS FROM THE PAST	TOOLS FROM THE PAST	TOOLS FROM THE PAST	TOOLS FROM THE PAST	TOOLS FROM THE PAST
	ARTIST- Study of	DRAWING -	DRAWING -	PAINTING -	PAINTING -	3D SCULPTURE –	3D SCULPTURE –
	cave artists.	Sketching and then	Sketching and then	Recreating cave	Recreating cave	Sculpting clay	Sculpting clay and
	Knowledge	painting using	painting using	painting as class	painting as class	bowls from natural	natural materials
	Who created cave	watercolours -	watercolours -	collage. Animals.	collage. Stone age	materials.	to make a stone
	paintings? What	prehistoric beasts.	prehistoric beasts.	Knowledge	life.	Knowledge	age house.
	did the creations	Pencils.	Paint, pastels and	What did cave	Knowledge	What did stone	Knowledge
	look like and what	Knowledge	chalk based	paintings look like?	What did cave	age people use to	What did stone
	was used to create	What did	resources.	What materials	paintings look like?	create bowls? How	age houses look
	them?	prehistoric beasts	Knowledge	can we use to	What materials	would they go	like? What
	Skills	look like? Learning	What did	create authentic	can we use to	about making	different materials
	To be able to	how to use pencils	prehistoric beasts	imagery of	create authentic	bowls?	will we need to
	understand what	to sketch.	look like? Learning	animals?	imagery of life in	Skills	build one.
	prehistoric life was	Skills	how to use other	Skills	the stone age.	Experiment with	Skills
	like.	Experiment with	mediums to create	Experiment with	Skills	different materials	Experiment with
	Vocabulary	different materials	authentic imagery.	different materials	Experiment with	to create a range	different materials
	Prehistoric,	to create a range	Skills	to create a range	different materials	of effects and use	to create a range
	Neanderthal, caves	of effects and use	Experiment with	of effects and use	to create a range	these techniques	of effects and use
	paintings, stone	these techniques	different materials	these techniques	of effects and use	in the completed	these techniques
	age.	in the completed	to create a range	in the completed	these techniques	art work.	in the completed
	POS 1, 2,3, 4	art work.	of effects and use	art work.	in the completed	Vocabulary	art work.
		To be able to	these techniques	Vocabulary	art work.	Prehistoric,	understand and
		understand and	in the completed	Prehistoric,	Vocabulary	Neanderthal,	identify key
		identify key	art work.	Neanderthal,	Prehistoric,	caves paintings,	aspects such as
		aspects such as	To be able to	caves paintings,	Neanderthal,	stone age, tools,	complementary
		complimentary	understand and	stone age, collage.	caves paintings,	bowls, sculpt.	colours, colour as
		colours, colour as	identify key	POS 1, 2,3, 4	stone age, collage.	POS 1, 2,3, 4	tone, warm and
			aspects such as		POS 1, 2,3, 4		cold colours.

		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	Real PE – Personal	Real PE – Personal	Real PE – Personal	Real PE – Social	Real PE – Social	Real PE – Social	Real PE – Social
Education	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	• I try several times if at first I don't	<ul> <li>I try several times if at first I</li> </ul>	I try several     times if at first I	• I can help, praise	• I can help, praise	<ul> <li>I can help, praise and encourage</li> </ul>	• I can help, praise and encourage
	succeed and I ask	don't succeed and	don't succeed and	and encourage others in their	and encourage others in their	others in their	others in their
	for help when	I ask for help when	I ask for help when	learning.	learning.	learning.	learning.
	appropriate	appropriate	appropriate	I show patience	I show patience	I show patience	• I show patience
	I can follow	I can follow	I can follow	•	•	•	•
				and support	and support	and support	and support
	instructions,	instructions,	instructions,	others, listening	others, listening	others, listening	others, listening

practise safely and	practise safely and	practise safely and	carefully to them	carefully to them	carefully to them	carefully to them
work on simple	work on simple	work on simple	about our work. I	about our work. I	about our work. I	about our work. I
tasks by myself.	tasks by myself.	tasks by myself.	am happy to show	am happy to show	am happy to show	am happy to show
Skills	Skills	Skills	and tell them	and tell them	and tell them	and tell them
Co-ordination	<ul> <li>Co-ordination</li> </ul>	<ul> <li>Co-ordination</li> </ul>	about my ideas.	about my ideas.	about my ideas.	about my ideas.
and Static Balance	and Static Balance	and Static Balance	Skills	Skills	Skills	Skills
Vocabulary	Vocabulary	Vocabulary	Dynamic balance	Dynamic balance	Dynamic balance	Dynamic balance
• Fluent	• Fluent	• Fluent	to agility and static	to agility and static	to agility and static	to agility and static
movement	movement	movement	balance	balance	balance	balance
Perseverance	<ul> <li>Perseverance</li> </ul>	<ul> <li>Perseverance</li> </ul>	Vocabulary	Vocabulary	Vocabulary	Vocabulary
			<ul> <li>Transfer of</li> </ul>	<ul> <li>Transfer of</li> </ul>	<ul> <li>Transfer of</li> </ul>	<ul> <li>Transfer of</li> </ul>
			momentum	momentum	momentum	momentum
			Soft landing	Soft landing	Soft landing	Soft landing
			• Roles	• Roles	• Roles	• Roles
			Responsibilities	<ul> <li>Responsibilities</li> </ul>	<ul> <li>Responsibilities</li> </ul>	<ul> <li>Responsibilities</li> </ul>

		Guildford Grove		Education – INTENT – IM formation is liberating.' I		СТ	
TOPIC: Too	ols from the past.		0	0	Year Group: 3		
	1	2	3	4	5	6	7
English	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:
	The stone Age Boy	The Stone Age Boy	How to wash a	How to wash a	Non-Fiction text	Jolly Christmas	The Nativity Story
	Reading skills –	Reading skills –	Woolly Mammoth	Woolly Mammoth	Reading skills –	Postman	Reading skills –
	Understanding	Using inference.	Reading skills –	Reading skills –	Features of non-	Reading skills –	Sequencing events.
	vocabulary.	Writing Skills –	Sequencing events.	Understanding	fiction text.	Using inference.	Writing Skills –
	Writing Skills –	To write descriptively.	Writing Skills –	vocabulary.	Writing Skills –	Writing Skills –	To write descriptively.
	To write descriptively.	Writing opportunity –	To use imperative	Writing Skills –	To understand	To layout a letter.	Writing opportunity –
	Writing opportunity –	To retell a story.	verbs.	To use imperative	features of non-	Writing opportunity –	To retell a story.
	To retell a story.		Writing opportunity –	verbs in writing.	fiction text writing.	To write a letter.	
			To write instructions.	Writing opportunity –	Writing opportunity –		
				To write a set of	To write a non-		
				instruction.	chronological report		
Maths	Number	Number	Number	Number	Number	Number	Number
	Recognise, find and	To independently	To independently	To independently add	To independently add	To independently add	To independently add
	write fractions of a	recognise and show,	recognise and show,	and subtract simple	and subtract simple	and subtract simple	and subtract simple
	discrete set of	using diagrams,	using diagrams,	fractions with the	fractions with the	fractions with the	fractions with the
	objects: unit fractions	simple equivalent	simple equivalent	same denominator	same denominator	same denominator	same denominator
	and non-unit fractions	fractions with small	fractions with small	within one whole (e.g.	within one whole (e.g.	within one whole (e.g.	within one whole (e.g.
	with small	denominators.	denominators.	5/7, + 1/7 = 6/7.	5/7, + 1/7 = 6/7.	5/7, + 1/7 = 6/7.	5/7, + 1/7 = 6/7.
	denominators.	Problem	Problem	Problem	Problem	Problem	Problem
	Problem						

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

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

	Use an increasing	Use an increasing					
	range of common	range of common					
	words and phrases	words and phrases					
	relating to the passing	relating to the passing					
	of time (chronological	of time (chronological					
	,	,					
	understanding).	understanding).					
	Vocabulary	Vocabulary					
	Prehistoric	Prehistoric					
	• Flint	• Flint					
	• Culture	• Culture					
	• Tool	• Tool					
	Archaeology	Archaeology					
Modern			French – Jolie Ronde	French – Jolie Ronde	French – Jolie Ronde	French – Jolie Ronde	French – Jolie Ronde
Foreign			Number 0 -10	Greetings	Classroom	Colours	Knowledge
Languages			Knowledge	Knowledge	instructions	Knowledge	Understand a range
			<ul> <li>Understand a range</li> </ul>	Understand a range	Knowledge	Understand a range	of spoken phrases.
			of spoken phrases.	of spoken phrases.	Understand a range	of spoken phrases.	<ul> <li>Understand</li> </ul>
			<ul> <li>Understand</li> </ul>	<ul> <li>Understand</li> </ul>	of spoken phrases.	<ul> <li>Understand</li> </ul>	standard language
			standard language	standard language	<ul> <li>Understand</li> </ul>	standard language	(sometimes asking for
			(sometimes asking for	(sometimes asking for	standard language	(sometimes asking for	words or phrases to
			words or phrases to	words or phrases to	(sometimes asking for	words or phrases to	be repeated).
			be repeated).	be repeated).	words or phrases to	be repeated).	<ul> <li>Answer simple</li> </ul>
			<ul> <li>Answer simple</li> </ul>	<ul> <li>Answer simple</li> </ul>	be repeated).	<ul> <li>Answer simple</li> </ul>	questions and give
			questions and give	questions and give	<ul> <li>Answer simple</li> </ul>	questions and give	basic information.
			basic information.	basic information.	questions and give	basic information.	<ul> <li>Give responses to</li> </ul>
			<ul> <li>Give responses to</li> </ul>	<ul> <li>Give responses to</li> </ul>	basic information.	<ul> <li>Give responses to</li> </ul>	questions about
			questions about	questions about	<ul> <li>Give responses to</li> </ul>	questions about	everyday events.
			everyday events.	everyday events.	questions about	everyday events.	Skills
			Skills	Skills	everyday events.	Skills	Repeat words
			Repeat words	Repeat words	Skills	Repeat words	modelled by the
			modelled by the	modelled by the	Repeat words	modelled by the	teacher; listen and
			teacher; listen and	teacher; listen and	modelled by the	teacher; listen and	show understanding
			show understanding	show understanding	teacher; listen and	show understanding	of single words
			of single words	of single words	show understanding	of single words	through physical
			through physical	through physical	of single words	through physical	response.
			response.	response.	through physical	response.	Speak in simple
			Speak in simple	Speak in simple	response.	Speak in simple	sentences using
			sentences using	sentences using	Speak in simple	sentences using	familiar vocabulary.
			familiar vocabulary.	familiar vocabulary.	sentences using	familiar vocabulary.	Pronounce words
			Pronounce words	Pronounce words	familiar vocabulary.	Pronounce words	showing a knowledge
			showing a knowledge	showing a knowledge	Pronounce words	showing a knowledge	of sound patterns (or
			of sound patterns (or	of sound patterns (or	showing a knowledge	of sound patterns (or	listen to and

			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	Real P.E – See	Real P.E – See	Real P.E – See	Real P.E – See	Real P.E – See	Real P.E – See	Real P.E – See
Education	progression of weeks	progression of weeks	progression of weeks	progression of weeks	progression of weeks	progression of weeks	progression of weeks
	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit	1-6 on Jasmine: Unit
	3 Knowledge	3 Knowledge	3 Knowledge	3 Knowledge	3 Knowledge	3 Knowledge	3 Knowledge
	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)
	All Change To Bank or	All Change To Bank or	All Change To Bank or	All Change To Bank or	All Change To Bank or	All Change To Bank or	All Change To Bank or
	Not to Bank	Not to Bank	Not to Bank	Not to Bank	Not to Bank	Not to Bank	Not to Bank
	Programme of Study	Programme of Study	Programme of Study	Programme of Study	Programme of Study	Programme of Study	Programme of Study
	I can understand the	I can understand the	I can understand the	I can understand the	I can understand the	I can understand the	I can understand the
	simple tactics of	simple tactics of	simple tactics of	simple tactics of	simple tactics of	simple tactics of	simple tactics of
	attacking and	attacking and	attacking and	attacking and	attacking and	attacking and	attacking and
	defending.	defending.	defending.	defending.	defending.	defending.	defending.
	I can explain what I	I can explain what I	I can explain what I	I can explain what I	I can explain what I	I can explain what I	I can explain what I
	am doing well and I	am doing well and I	am doing well and I	am doing well and I	am doing well and I	am doing well and I	am doing well and I
	have begun to	have begun to	have begun to	have begun to	have begun to	have begun to	have begun to
	identify areas for	identify areas for	identify areas for	identify areas for	identify areas for	identify areas for	identify areas for
	improvement.	improvement.	improvement.	improvement.	improvement.	improvement.	improvement.
	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
	Dynamic balance and	Dynamic balance and	Dynamic balance and	Dynamic balance and	Dynamic balance and	Dynamic balance and	Dynamic balance and
	coordination.	coordination.	coordination.	coordination.	coordination.	coordination.	coordination.
	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
	Travelling	Travelling	Travelling	Travelling	Travelling	Travelling	Travelling
	• Turning	• Turning	• Turning	• Turning	• Turning	• Turning	• Turning
	• Relays	• Relays	• Relays	• Relays	• Relays	• Relays	Relays
Religious	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Education	What does God look	How does the Bible	How does the Bible	Explore the tradition	Consider the	How some different	
	like to you?	reveal God's rescue	reveal God's rescue	of present-giving	symbolism of the gifts	ways of giving at	
	Skills	plan? (The story of	plan? (The story of	through the account	brought by the Magi,	Christmas might	
	Suggest meanings for	Noah's Ark)	Noah's Ark)	of Jesus' birth.	Skills	better express the	
	different aspects of	Skills	Skills	Skills	Talk about the	'spirit' of Christmas.	
	Trinity symbolism,				features/symbolism	Skills	

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