



St Paul's CE Academy Curriculum Map 2023-24



Year Three

Learning Journey Topic WOW	Endangered Food tasting	The Stone Age Make woolly mammoths	Extreme Earth. Shake, Rattle and Roll	Walk like an Egyptian. Mummification of vegetables and each other.	Let there be light. Classroom lights	Smashing Saxons and Awesome Angles Make weapons
Finale Linked curriculum areas Discrete subjects	Trip to science Museum Geography, English, R.E Computing, PE, Music, French, Art, Science, PSHE	Stone Age Day History, English Computing, PE, Music, French, Science, History, PSHE	Volcano Building Geography, English Computing, PE, Music, French, Science, Art, Geography, PSHE	Scrape Beetles/Egyptian Day History, English Computing, Music, French, Science, History, PSHE	Make Diwali Lamps Geography, R.E. Computing, PE, Music, French, Science, Art, Geography, PSHE	Saxon Day History, English Computing, PE, Music, French, Science, Art, History, PSHE
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	Arthur and the Golden Rope Crows Tale	Stoneage Boy How to wash a woolly mammoth The boy who grew dragons	Ratty's Big Adventure The Iron Man Non-fiction texts about volcanoes	Marcy and the Sphinx Harley Hitch and the Iron Forest Mummification texts Variety of instruction texts	Leon and the place in between The wild robot Variety of texts about mega cities	Saxon tales - the king who lost his throne Saxon and Picts information text The Legend of Podkin One Ear
English - Writing outcomes	Dialogue Letter writing Character description	Setting description Character description Instruction writing	Setting description Fact file Non-chronological report	Action writing Instruction writing	Suspense writing Information writing	Dialogue Non-chronological report Explanation text
Handwriting and Presentation	<ul style="list-style-type: none"> Year 3 and 4 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent 					
Grammar	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). Use sentences with different forms: questions and exclamations. Secure the use of full stops, capital letters, exclamation marks and question marks. Use subordination for time using <i>when</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play</i> Use subordination for reason using <i>because</i> e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> Use the subordinating conjunction that in oral sentences using starter prompts, e.g. <i>I hope that ...: My teacher told me that...: He said that... Identify, understand and select verbs to complete sentences.</i> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching television. I am reading my favourite book.</i> Use past tense accurately and consistently for narratives, recounts and historical reports. Identify, understand and select nouns to complete sentences. Generate, select and effectively use adjectives. Identify, 		<ul style="list-style-type: none"> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon.</i> Generate, select and effectively use nouns. Use present tense accurately and consistently for non-chronological reports and persuasive adverts. Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing at the top of his voice. They were flying through space.</i> Generate, select, and effectively use verbs. Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, e.g. <i>Dougal said that he would love to stay.</i> Use subordination for reason using <i>if</i> e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> Use subordination for time using <i>before</i> and <i>after</i> e.g. <i>We ate our picnic</i> Use commas to separate items in a list. With prompting, edit and improve own writing using full stops, 		<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of adverbs. Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i> Independently, edit and improve own writing by strengthening the use of nouns. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Independently, edit and improve own writing by strengthening the use of verbs. Use the subordinating conjunction <i>that</i> in sentences and use these in non-fiction writing such as a recount or letter, e.g. <i>I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> 	

	<p>understand and select adverbs to complete sentences.</p>	<p>capital letters, exclamation marks and question marks.</p> <ul style="list-style-type: none"> Use sentences with different forms: statements and commands. Say, write and punctuate simple and compound sentences using the joining words so and or (co-ordination). 	<ul style="list-style-type: none"> Use subordination for reason using because and if <i>e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> Use subordination for time using when, before and after <i>e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot</i> Use apostrophes for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i> Use apostrophes for singular possession in nouns, <i>e.g. the girl's name.</i> Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. dependently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination). 			
<p>MATHS</p>	<p>Place value</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100 <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives. 	<p>Fractions</p> <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$] Solve problems that involve all of the above. <p>Measurement: Length and perimeter</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 	<p>Geometry- properties of shape.</p> <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3- D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. <p>Measurement: Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. 	<p>Measurement: Mass and capacity</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measurement: Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Consolidation of concepts and pre-teaching for year 4</p>

				<ul style="list-style-type: none"> • Measure the perimeter of simple 2D shapes. 	<ul style="list-style-type: none"> • Record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events 	
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Science	<p>Animals including Humans - Nutrition, skeleton and muscles Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeleton and muscles for support, protection and movement.</p>	<p>Materials - Rocks and soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Light and Shadows Recognise that he/she needs light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>	<p>Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>A minimum of three outdoor learning sessions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions</p>
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Computing	<p>Connecting Computers Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>	<p>Stop-frame animation Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>Sequencing Sounds This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>	<p>Branching databases During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<p>Desktop Publishing Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>Events and actions in programs This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>
ICT Skills	Digital and non-digital devices. Connecting devices in a network.	Create stop-frame animations.	Create their own programs, featuring sequences involving motion, sound and event blocks.	Create physical and on-screen branching databases	desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents	Pen blocks Designing and coding their own maze-tracing program.

<p>E-Safety Lesson plans saved on planning Thinkuknow website</p>	<p>Self-Image & Identity Strand I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online.</p>	<p>Online Relationships I can describe ways people who have similar likes and interests can get together online. I can give examples of technology- specific forms</p>	<p>Online Bullying I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them.</p>	<p>Managing Online Information I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet</p>	<p>Health, Well-being and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to</p>	<p>Privacy & Security and Copyright & Ownership I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I</p>
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	<p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>of communication (e.g. emojis, acronyms, text speak).</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p>		<p>can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>spend a lot of time engaged (e.g. games, films, videos).</p>	<p>should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>
History		<ul style="list-style-type: none"> I can chronologically order the prehistoric time periods on a timeline. I can sequence the Palaeolithic, Mesolithic and Neolithic time periods on a timeline. I can demonstrate an understanding of what prehistory is. I can summarise what life was like for early humans during the Palaeolithic time period. I can summarise what life was like during the Mesolithic period. I can summarise what life was like during the Neolithic period. I can reason and speculate the similarities and differences in the 3 time periods. I can demonstrate an understanding of life and the developments in the Bronze Age I can demonstrate an understanding of the life and developments in the Iron Age. I can explain the differences and similarities between the time periods. 		<ul style="list-style-type: none"> I can chronologically place the Egyptian period on a timeline. I can demonstrate an understanding of other periods of history happening at the same time. I can place key events of Ancient Egyptian period on a timeline. I can demonstrate an understanding of Ancient Egyptian society. I can summarise who the Pharaohs were and describe why they were important. I can demonstrate an understanding of Ancient Egyptian Gods and Goddesses. I can summarise about how the Ancient Pyramids were formed. I can investigate about the inventions of the Ancient Egyptians. 		<ul style="list-style-type: none"> I can chronologically place when the Anglo-Saxons came to Britain. I can evaluate archaeological evidence from Sutton Hoo and ask questions. I can demonstrate an understanding of who the Anglo-Saxons were and where they came from. I can demonstrate an understanding of who the Picts and Scots were. I can compare and contrast different historical sources to find out about Anglo-Saxon life. I can explain Anglo-Saxon culture. I can explore the spread of Christianity in Britain. I can use evidence to conclude who was buried at Sutton Hoo.
Geography	<ul style="list-style-type: none"> Beyond the Magic Kingdom: What is the sunshine state really like? Identify, locate, compare and contrast the constituent states of the United States of 		Why do some earthquakes cause more damage than others?		Why do so many people in the world live in mega cities?	<ul style="list-style-type: none"> Recognise and locate the largest cities in South America;

	<p>America and recognise and describe key geographical features of one state other than Florida;</p> <ul style="list-style-type: none"> ● Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; ● Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future; ● Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours; ● Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida; ● Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage; ● Locate, describe and explain why the Everglades are a National Park. ● 		<ul style="list-style-type: none"> ● Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; ● Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; ● Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; ● Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand; ● Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire. 		<ul style="list-style-type: none"> ● Describe and begin to explain the distribution of megacities across the continents of the world; ● Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country; ● Describe and offer reasons for the features of the city of Brasília, capital of Brazil; ● Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world. 	
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Art	Art and design Sculpture- figures Nando Kallweit Giacometti The Big Draw event 1-31 October- drawing with senses	Enrichment Art- Drawing skills, Artist- charcoal- Heather Hansen, Laura McKendry, Edgar Degas Enrichments- hoop and Christmas card.	Art and Design Printing. Chinese New Year and New Zealand patterns- Collagraphs/pattern blocks Use layers of two or more colours. Replicate patterns observed in nature. Make printing blocks e.g. from coiled string glued to a block. Make precise repeating patterns.	Enrichment- Art- Drawing Hieroglyphs Sculpture- Sarabs	Art and Design Painting - Artist Study- Mariam North- Botanical Artist Julie Hickson Use several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washed-for backgrounds, then add detail. Experiment with creating mood with colour.	Art - Drawing- Metal work- illuminated scripts. Traditional
Design Technology		Design a mark-making tool		Designing a hat		How cool is your drink>

Music Compose Perform Evaluate	Perform from basic staff rhythm notation, incorporating being able to identify these symbols using musical terminology. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. that different notes have different durations, and that crotchets are worth one whole beat. that written music tells you how long to play a note for. that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. Suggest and implement improvements to my own work, using musical vocabulary. Understand that music from different times has different features.	Combine melodies and rhythms to compose a multi-layered composition in a given style. Use letter name and rhythmic notation (graphic or staff) Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions. that different notes have different durations, and that crotchets are worth one whole beat. that written music tells you how long to play a note for. That ostinato is a rhythm that repeats on a loop throughout the piece of music. Understand that music from different times has different features	Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group . Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. that the word 'crescendo' means a sound getting gradually louder Suggest and implement improvements to my own work, using musical vocabulary. Understand that music from different times has different features			
Religious Education	What do Christians learn from the Creation story? <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians 	How do festivals and family life show what matters to Jews? <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom 	What do Hindus believe God is like? <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world 	Why do Christians call the day Jesus died 'Good Friday'? <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 	What is the Trinity and why is it important for Christians? <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. 	What kind of world did Jesus want? <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.

	<p>believe about God and Creation.</p> <ul style="list-style-type: none"> Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. Describe what Christians do because they believe God is Creator (e.g. follow God, wonder how amazing God's creation is; care for the Earth - some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. 	<p>and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in the wider community. 	<p>today, giving good reasons for their ideas.</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship. 	<p>'rescue' people e.g. by showing them how to live.</p> <ul style="list-style-type: none"> Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. 	<ul style="list-style-type: none"> Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. 	<ul style="list-style-type: none"> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
PE	<p>OAA (badminton)</p> <p>Identify and describe some rules of badminton</p> <p>Serve to begin a game</p> <p>Explore forehand hitting</p>	<p>Gymnastics</p> <p>Modify actions independently using different pathways, directions and shapes</p> <p>Consolidate and improve the quality of movements and gymnastic actions</p> <p>Relate strength and flexibility to the actions and movements they are performing</p> <p>To use basic compositional ideas to improve sequence work - unison</p>	<p>Dance</p> <p>Practice different sections of a dance aiming to put together a performance</p> <p>Perform using facial expressions</p> <p>Perform with a prop</p>	<p>Hockey</p> <p>Play in small sided hockey invasion games</p> <p>Send and receive balls in a variety of situations</p> <p>Develop motor skills to handle sticks with ease and improve agility</p>	<p>Athletics</p> <p>Control movements and body actions in response to specific instructions</p> <p>Demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p>	<p>Cricket</p> <p>To be able to adhere to some of the basic rules of cricket</p> <p>To develop a range of skills to use in isolation and in competitive contexts</p> <p>To use basic skills with more consistency including striking a bowled ball</p>
PSHE	<p>Getting to know each other</p> <p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>Our nightmare school I can face new challenges positively, make responsible</p>	<p>Families</p> <p>I understand that everybody's family is different and important to them</p> <p>Family conflict I understand that differences and conflicts sometimes happen among family members</p>	<p>Dreams and goals</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>My dreams and ambition I can identify a dream/ambition that is important to me</p> <p>A new challenge</p>	<p>Being fit and healthy</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>What do I know about drugs? I can tell you my knowledge and attitude towards drugs</p>	<p>Family roles and responsibilities</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>Friendship I can identify and put into practice some of the skills of</p>	<p>How babies grow</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>Babies I understand how babies grow</p>

	<p>choices and ask for help when I need it</p> <p>Our dream school I understand why rules are needed and how they relate to rights and responsibilities</p> <p>Rewards and consequences I understand that my actions affect myself and others and I care about other people's feelings</p> <p>Our Learning charter I can make responsible choices and take action</p> <p>Owning our Learning Charter I understand my actions affect others and try to see things from their points of view</p>	<p>Witness and feelings I know what it means to be a witness to bullying</p> <p>Witness and solutions I know that witnesses can make the situation better or worse by what they do</p> <p>Words that harm I recognise that some words are used in hurtful ways</p> <p>Celebrating differences - compliments I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>Our new challenge I am motivated and enthusiastic about achieving our new challenge</p> <p>Our new challenge - overcoming obstacles I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>Celebrating my learning I can evaluate my own learning process and identify how it can be better next time</p>	<p>Being safe I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>Being safe at home I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>My amazing body I understand how complex my body is and how important it is to take care of it</p>	<p>friendship, e.g. taking turns, being a good listener</p> <p>Keeping myself safe I know and can use some strategies for keeping myself safe</p> <p>Being a global citizen I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Celebrating my web of relationships I know how to express my appreciation to my friends and family</p>	<p>and develop in the mother's uterus I understand what a baby needs to live and grow</p> <p>Outside body changes I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Inside body changes I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Family stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Looking ahead I can identify what I am looking forward to when I am in Year 4</p>
RSHE	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.