



WILLOW WOOD PRIMARY SCHOOL

Foundation Subjects

Medium Term Planning and Assessment Guide

YEAR 3

ART
COMPUTING & AI
DESIGN TECHNOLOGY
FRENCH
GEOGRAPHY
HISTORY
MUSIC
PE
PSHE & RSE
RE

*Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic.

Key art skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Produce creative work, exploring their ideas and recording their experiences.
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Evaluate and analyse creative works using the language of art, craft and design.
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Portraits	Term 1
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Create sketch books to record their observations and use them to review and revisit ideas.
	Use a variety of starting points for art work and look at the work of portrait artists throughout time.
	Start to select and record from first hand observation and from resources supplied by the teacher eg ICT images, virtual tours of the National Portrait gallery etc.
	Develop colour charts to replicate skin tones etc and colours appropriate to reflect the historical aspect of their portraits.
	Complete portraits and work on a variety of scales. (key skill – ears)
	Talk about and identify the similarities and differences between their work and that of others saying what they think and feel about it.
Observational Drawing	Term 2
	Create sketch books to record their observations and use them to review and revisit ideas.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Record images from both experience and 'real life' using a range of materials such as pencil, charcoal.
	Use a variety of starting points for art works and understand that starting points can change, depending on what art form is to be studied.
	Combine materials to create different tones, shades and textures , such as using charcoal to experiment with tones. (Key skill shade and texture)
	Adapt and develop their work, giving reasoning for changes/developments.
Monet & Sculpture	Term 3 Q – Describe the life of Monet and how his work was important.
	Identify shades of colour used to represent water in art.
	Learn about great artists, architects and designers in history.
	Experiment with mixing shades of blue and green using powder paints.
	Study Monet prints related to water and express ideas and opinions about his work.
	Produce own replicas of Monet's work (including 'Water Lilies' & 'Rocks at Belle-Ile') using appropriate 'dabbing' painting technique.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Explore how shape, form and space, and colour and texture can be used to create a small-scale sculpture (maquette).
	Compare and comment on ideas, methods and approaches used in own and other's work.
	Explore ideas about how to improve a public space – produce ideas for a maquette for a specific location.

WILLOW WOOD PRIMARY	FOUNDATION SUBJECTS ASSESSMENT	SUBJECT ART & DESIGN YEAR 3
Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation
Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation
Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key computing skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
	Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
	Are responsible, competent, confident and creative users of information and communication technology.
	Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world.

2 Paint	Term 1
	Select specific areas of an image, copy and paste to make repeating patterns.
	Be able to resize various elements in a graphics or paint package.
	Use various tools in paint packages or photo-manipulation software to edit / change an image eg by applying different special effects.

AI: Autumn 1 - How Computers Spot Patterns

Recognise patterns and describe rules.

Kodu – Racing Games	Term 1
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Use logical reasoning to explain how a simple algorithm works. And to detect and correct errors in algorithms and programs.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

AI: Autumn 2 - What Is a Dataset?

Understand that computers use groups of information (data) to learn.

Sketch-up (Roman Fort)	Term 2
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Explore the use of graphics and paint packages to design and plan an idea.
	Use tools to create simple 3D shapes and objects, including being able to orbit and zoom around a 3D graphical object.

AI: Spring 1 - How Search Engines Work

Understand how computers organise and find information.

Purple Mash – Email	Term 2
	Log onto an email account, open emails, create and send appropriate replies.
	Attach different files to emails eg text document, sound file or image.
	Work effectively with another person on a collaborative document or application inc a piece of homework. Use all communication and collaboration tools safely and appropriately and to know what to do if they have a problem.

AI: Spring 2 - Why Computers Get Things Wrong
Understand that computers can make mistakes.

2 Classify	Term 3
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Begin to identify what data should be collected to answer a specific question.
	Collect data and enter it into a database under appropriate field headings. Use a database to answer straight forward questions by searching, matching and ordering the contents of a single field.

AI: Summer 1 - Responsible Digital Behaviour
Make safe choices when something online seems wrong.

Online Safety	Term 3
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Understand that the main purpose of product sites is to encourage viewers to buy the product.
	Recognise how a site's fun and interesting features help sell the product.
	Begin to identify the key features that make a site interesting to different audiences.
	Understand the dangers, to both themselves and the hardware used, of following websites and links that appear to be interesting if the website is unknown. Create their own product site home pages with features designed to sell a product for a child.

AI: Summer 2 - Everyday AI Systems
Recognise how AI is used in everyday life.

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

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Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values.	
Draw on disciplines such as mathematics, science, engineering, computing and art.	
Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.	
Develop a critical understanding of design and technology and its impact on daily life and the wider world.	
Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.	

<i>Shelters (natural vegetation / stone and Iron)</i>	Term 1
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Identify which parts support and strengthen simple structures.
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams of their designs.
	Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Select from and use a wider range of materials and components, including construction materials, textiles etc according to their functional properties and aesthetic qualities.
	Investigate and analyse a range of existing products.
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
<i>Pizza Making</i>	Term 2
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Investigate and analyse a range of existing products.
	Understand and apply the principles of a healthy and varied diet.
	Understand seasonality and know where and how a variety of ingredients are grown, reared caught and processed.
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<i>Roman Shields</i>	Term 3
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams of their designs.
	Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Select from and use a wider range of materials and components, including construction materials, textiles etc according to their functional properties and aesthetic qualities.
	Investigate and analyse a range of existing products.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT DESIGN TECHNOLOGY YEAR 3

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Aims
Understand and respond to spoken and written language from a variety of authentic sources.
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation.
Can write at varying length for different purposes and audience, using the variety of grammatical structures they have learnt.
Discover and develop an appreciation of a range of writing in the language studied.

Objectives
Listen attentively to spoken language and show understanding by joining in and responding.
Explore the patterns and sounds of language through songs, rhymes and link to spelling, sound and meaning of words.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Present ideas and information orally to a range of audiences.
Read carefully and show understanding of words, phrases and simple writing.
Appreciate stories, songs, poems and rhymes in the language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
Describe people, places, things and actions orally and in writing.
Understand basic grammar appropriate to the language being studied, including feminine and masculine etc.

Unit 1	Children will:
	Know that France is a country and that they speak another language.
	Learn 'bonjour' 'salut' and 'au revoir' as greetings.
	Speak their name using je m'appelle and ask others their names using et toi?
	Say what somebody else's name is.
	Ask and answer questions about how they are.
	Say thank you using merci.
	Know and say numbers from 0-12
	Listen to and respond to classroom instructions and commands.
Unit 2	Understand and use names for classroom objects.
	Children will:
	Say their age and ask others how old they are.
	Revise saying their name and asking others their names and ages in sentences.
	Say where they live and ask others where they live.
	Revise the names of the other countries surrounding France (<i>links to Geography</i>)

	Say which country they live in and which language they speak.
	Know, say and use the numbers 13-20.
	Know and use the names for the days of the week.
	Listen to and understand the story of The Very Hungry Caterpillar in French.
	Produce a story board of The Very Hungry Caterpillar in French using the French and an English interpretation.
	Describe the weather using a few simple phrases.
	Learn the alphabet to know the letter sounds in French and use the correct
	Apply knowledge of the French alphabet to phonetically spell their own names and other words.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT FRENCH YEAR 3

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key Geography skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Have curiosity and fascination about the world and its people.
	Have knowledge of diverse places, people, resources and natural and human processes.
	Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
	Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
	Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
	Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Rainforests	Term 1 Q – Why is it important not to cut down the rainforests and to be more sustainable?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Identify and label the different parts of a tree.
	Know that a single tree can be a habitat to many different organisms and identify which part of a tree an organism prefers and why.
	Identify the three different layers of a rainforest and know the differences between them.
	Identify animals/people who live in a rainforest and suggest why they live there, relating location to environmental conditions (biomes).
	Know the differences between deciduous and evergreen trees and give an example of both.
	Identify 'threats' to a rainforest and have an understanding of the role of sustaining and conserving rainforests and the importance of this.

Water	Term 2 Q – What is the impact of plastic pollution in our oceans?
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	To identify forms in which water occurs in the environment (using maps of the World to locate the Arctic and the Antarctic circle)
	Know where North and South poles are situated on both globe and world map and to begin to describe the environment in these places.
	Locate the World's oceans Atlantic, Arctic, Pacific, Indian and Southern and plot them on a globe and world map.

	Understand that transport plays an important part, when transporting across rivers and seas to other countries from and to England.
	Understand water can be polluted in various ways and about the harmful effect of pollution on the environment

Roman Settlements (North East Link)	Term 3 Q – Why did the Romans not conquer Scotland?
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Understand that the Roman Empire was vast and be able to mark the Roman Empire on a map of Europe with the support of an atlas
	Know that different Celtic Tribes lived across Britain at the time of the invasion and identify the areas they inhabited.
	Begin to think where in the World the Romans would have invaded next, justifying their reasons for the invasion.

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

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Key historical skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
Note connections, contrasts and trends over time.	
Develop the appropriate use of historical terms.	
Devise historically valid questions about change, cause, similarity and difference and significance.	
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
Understand how our knowledge of the past is constructed from a range of sources.	

Stone Age and Iron Age	Term 1 Q – How did life in Britain change between the Stone Age and the Iron Age?
	Understand the changes in Britain from the Stone Age to the Iron Age.
	Know about the late Neolithic hunter-gatherers and early farmers such as Skara Brae.
	Recognise early forms of Bronze age religion, technology and travel eg Stonehenge and its importance / links to life today.
	Know about and plot on a map the location of Iron Age hill forts.
	Understand the importance of tribal kingdoms, farming, art and culture.
	Devise and ask relevant historical questions about change, cause, similarity, difference and significance.
	Construct informed responses to questions which involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources and that sometimes these can be called into question.
	Visit Rising Sun centre to bake on an open fire and complete Iron Age hut/activities
Egypt Ancient	Term 2 Q – Why was the Nile important to both ancient and modern Egyptians?
	Understand the achievements of the earliest civilisations and complete an in depth study of Ancient Egypt.
	Recognise the achievements of the earliest Egyptian civilisation.
	Identify the characteristics of the period and locate information from a variety of resources, incl. building of pyramids, mummification, burial ceremonies, pharaohs, hieroglyphics, Gods etc
	Locate Ancient Egypt on a time line and use appropriate vocabulary, i.e. B.C., dynasty
	Describe, by detailed drawing and text, a chosen artefact/picture of Ancient Egypt, e.g. hieroglyphic artwork, ritual masks of gods
	Understand how much the Ancient life of Egypt & Egyptians depended upon the Nile from studying maps of the River Nile and pictures of the environment.
	Recognise that Ancient Egyptians made a distinctive contribution to History, i.e. science & maths
Roman Empire	Term 3 Q – How did the Romans change Britain forever?
	Recognise that the Roman period was a long time ago and place on a timeline.
	Understand about the ‘Romanisation’ of Britain and the impact of technology, culture and beliefs; including early Christianity.
	Know about the successful invasion by Claudius and conquest, including Hadrian’s Wall.
	Recognise how the Romans lived; Latin, gods, empire, towns, army etc and derive comparisons between the Romans and the Celts.
	Know about Julius Caesar’s attempted invasion in 55-54BC.

	Identify what made the Roman Empire powerful in AD 42 and the power of its army at that time.
	Understand that the British resisted invasion and the part played by figures such as Boudica.
	Understand that the Romans left Britain and why
	In-depth study, through fieldwork, of a historical site such as Hadrian's Wall that is significant in the locality.

Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Aims	
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	
Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	
Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	

Listen and Appraise	Children will
	3L1. Listen with attention to detail and recall sounds with increasing aural memory. <i>How we deliver this: Builds on Years 1–2 listening habits, with a focus on active recall, and more complex questions.</i>
	3L2. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <i>How we deliver this: Continues our broad, diverse listening repertoire.</i>
	3L3. Build on using correct musical language to suit the style of music they are learning about. <i>How we deliver this: Vocabulary development continues, including dynamics, texture and tempo.</i>
	3L4. Develop an understanding of the history of music. <i>How we deliver this: Builds on the historical context work from Year 2.</i>
Singing	Children will:
	3S1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>How we deliver this: This is where our whole-class popular-song performance work sits — beginning in Year 3 and continuing to Year 6 at the same conceptual level, scaling in complexity.</i>
	3S2. Understand the importance of warming up their voices, good posture and projecting their voices. <i>How we deliver this: Standard part of every singing session, continuing from earlier years.</i>
	3S3. Begin to sing songs and melodies musically. <i>How we deliver this: Part of the popular-song repertoire work this year.</i>
	3S4. Begin to have an understanding of melody and words and their importance. <i>How we deliver this: Same repertoire work, building melody and word understanding.</i>
	3S5. Sing together with confidence, melody and words with increasing difficulty. <i>How we deliver this: Same repertoire work, building confidence, and learning how to sing as a group, with command of group dynamics.</i>
Playing instruments	Children will:
	3P1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>How we deliver this: Popular-song playing work — the instrumental side of this year's performance focus - songs are picked so that parts can be scaled for complexity. Children are also now playing in ensemble contexts, often as part of a small instrumental group (keyboards, percussion, xylophones) alongside the other instrumental groups and singing groups.</i>
	3P2. Play differentiated parts with a sound-before-symbol approach or using the notated scores. <i>How we deliver this: Year 3 are being introduced to staff notation for the first time, so Kodaly rhythm syllables and sing/clap/play methods are still being used throughout this year, as the staff notation sits alongside - the children learn how to integrate the two approaches within this year. Children continue to learn parts using the 'feel' - hearing the sound of the part and playing it back, before learning how it is structured.</i>

	3P3. Continue to learn to play together in a band or ensemble. How we deliver this: <i>Continues from earlier years, but now scaled in complexity.</i>
	3P4. Continue to treat each instrument with respect and using the correct techniques to play them. How we deliver this: <i>Standard practice, continuing from earlier years.</i>
	3P5. Build on understanding of the basics and foundations of formal notation and play easy and medium parts by ear and begin to play by reading simple notation. How we deliver this: Children learn how the parts they play sit within formal notation and follow simple notation-reading tasks.

Improving & Composing	Children will:
	3C1. Improvise and compose music for a range of purposes using the inter-related dimensions of music. How we deliver this: <i>Children spend time learning how to compose their own music parts and how musical structures can be put together using the interrelated dimensions of music. This involves use of improvisation as well as sketching their own notation parts, composing their own lyrics, and learning how to sing those lyrics in melodic form.</i>
	3C2. Use and understand staff and other musical notations. How we deliver this: <i>Directly covers this year's staff notation teaching — children learn that up until now the notes they have learned about have been sitting in 'thin air', and they now need to 'find their home' - they are taught where notes sit on the stave, using both treble and bass clef, and the class vote on their own clef mnemonics to help them remember where the notes sit on the lines and spaces of each clef.</i>
	3C3. Improvise within a group until they build the confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory. How we deliver this: <i>Children are given many opportunities during music lessons to build confidence improvising within 'solo's, and ensemble work, as well as through large group rhythm playing where they often improvise their own rhythmic patterns.</i>

Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

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Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Aims	
	Develop competence to excel in a broad range of physical activities.
	Are physically active for sustained periods of time.
	Engage in competitive sports and activities.
	Lead healthy, active lives.

Gymnastics	Children will:
	Develop flexibility, strength, technique, control and balance.
	Perform a range of actions and agility's with consistency, fluency and clarity of movement.
	Combine actions to make sequences with changes of speed, level, direction, and clarity of shape.
	Make similar or contrasting shapes on the floor and apparatus working with a partner.
	Gradually increase the length of sequence.
	Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
	Understand that strength and suppleness are key features of gymnastic performance.
	Make simple assessments of performance based on a criteria given by the teacher.
	Offer constructive ideas when working with partner, including ideas on balance, inversion & transference of weight.
	Use assessments to modify and reform their sequence on others work.

Games	Children will:
	Use running, jumping, throwing and catching in isolation and in combination.
	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (badminton, basketball, cricket, football, hockey, rounders and tennis).
	Improve spatial awareness and the ability to initiate and modify movement in a limited space to the advantage of themselves and their team.
	Develop basic striking, fielding and throwing skills.
	Develop hand/eye co-ordination and balance to enhance their games skills.
	Develop basic techniques associated with striking a ball over a barrier (the 'net').
	Understand need to get your body into a good position in order to strike the ball/object effectively.
	Work with others to organise and keep the games going.
	Play games and demonstrate skills effectively with speed and precision.
	Vary tactics & skills in response to individual situations & evaluate effectiveness of range of tactics.

Dance	Children will:
	Develop flexibility, strength, technique, control and balance.
	Perform dances using a range of movement patterns.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics	Children will:
	Develop flexibility, strength, technique, control and balance.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Develop athletics skills across a range of disciplines.

Swimming	On-Going
	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Use a range of strokes effectively.
	Perform safe self-rescue in different water-based situations.

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Jigsaw - Being Me in My World – Autumn 1

Lesson 1	I recognise my worth and can identify positive things about myself and my achievements / I can set personal goals / I know how to use my Jigsaw Journal / I value myself and know how to make someone else feel welcome and valued
Lesson 2	I can face new challenges positively, make responsible choices and ask for help when I need it / I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
Lesson 3	I understand why rules are needed and how they relate to rights and responsibilities / I know how to make others feel valued
Lesson 4	I understand that my actions affect myself and others and I care about other people's feelings / I understand that my behaviour brings rewards/consequences
Lesson 5	I can make responsible choices and take action / I can work cooperatively in a group
Lesson 6	I understand my actions affect others and try to see things from their points of view / I am choosing to follow the Learning Charter

RSE Autumn Term Lesson 1

To understand that all bodies are unique and to know some of the differences between male and female bodies.

Jigsaw - Celebrating Difference– Autumn 2

Lesson 1	I understand that everybody's family is different and important to them / I appreciate my family/the people who care for me
Lesson 2	I understand that differences and conflicts sometimes happen among family members / I know how to calm myself down and can use the 'Solve it together' technique
Lesson 3	I know what it means to be a witness to bullying / I know some ways of helping to make someone who is bullied feel better
Lesson 4	I know that witnesses can make the situation better or worse by what they do / I can problem-solve a bullying situation with others
Lesson 5	I recognise that some words are used in hurtful ways / I try hard not to use hurtful words (e.g. gay, fat)
Lesson 6	I can tell you about a time when my words affected someone's feelings and what the consequences were / I can give and receive compliments and know how this feels

RSE Autumn Term Lesson 2

To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable.

Jigsaw - Dreams and Goals– Spring 1

Lesson 1	I can tell you about a person who has faced difficult challenges and achieved success / I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)
Lesson 2	I can identify a dream/ambition that is important to me / I can imagine how I will feel when I achieve my dream/ambition
Lesson 3	I enjoy facing new learning challenges and working out the best ways for me to achieve them / I can break down a goal into a number of steps and know how others could help me to achieve it
Lesson 4	I can be motivated and enthusiastic about achieving our new challenge / I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
Lesson 5	I can recognise obstacles which might hinder my achievement and take steps to overcome them / I know how to manage the feelings of frustration that may arise when obstacles occur
Lesson 6	I can evaluate my own learning process and identify how it can be better next time / I can be confident in sharing my success with others and can store my feelings in my internal treasure chest

Jigsaw – Relationships – Spring 2

Lesson 1	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females / I can describe how taking some responsibility in my family makes me feel
Lesson 2	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener / I know how to negotiate in conflict situations to try to find a win-win solution
Lesson 3	I know and can use some strategies for keeping myself safe online / I know who to ask for help if I am worried or concerned about anything online
Lesson 4	I can explain how some of the actions and work of people around the world help and influence my life / I can show an awareness of how this could affect my choices
Lesson 5	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different / I can empathise with children whose lives are different to mine and appreciate what I may learn from them
Lesson 6	I know how to express my appreciation to my friends and family / I enjoy being part of a family and friendship groups

RSE Spring Term Lesson 3

To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe.

Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

Lesson 1	I understand how exercise affects my body and know why my heart and lungs are such important organs / I can set myself a fitness challenge
Lesson 2	I know that the amount of calories, fat and sugar I put into my body will affect my health / I know what it feels like to make a healthy choice
Lesson 3	I can tell you my knowledge and attitude towards drugs / I can identify how I feel towards drugs
Lesson 4	I can identify things, people and places that I need to keep safe from / I know some strategies for keeping myself safe, who to go to for help and how to call emergency services / I can express how being anxious or scared feels
Lesson 5	I can identify when something feels safe or unsafe / I can take responsibility for keeping myself and others safe
Lesson 6	I understand how complex my body is and how important it is to take care of it / I respect my body and appreciate what it does for me

RSE Summer Term Lesson 4

To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video.

Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 1:

What do Christians learn from the Creation story?	Q - What do Christians learn from the Creation story?
	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 believe about God and Creation
	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 at 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
	Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today

What is it like for someone to follow God?	Q – What is it like for someone to follow God?
	Make clear links between the story of Noah and the idea of covenant
	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony
	Make links between the story of Noah and how we live in school and the wider world

Term 2:

How do festivals and worship show what matters to a Muslim?	Q – How do festivals and worship show what matters to a Muslim?
	Identify some beliefs about God in Islam, expressed in Surah 1
	Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)
	Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve
	Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
	Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

How do festivals and family life show what matters to a Jew?	Q - How do festivals and family life show what matters to a Jew?
	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
	Make clear links between the story of the 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 links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
	Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

Term 3:

What kind of world did Jesus want?	Q - What kind of world did Jesus want?
	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
	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
	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.
How and why do people try to make the world a better place?	Q - How and why do people try to make the world a better place?
	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
	Make links between religious beliefs and teachings and why people try to live and make the world a better place
	Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
	Describe some examples of how people try to live (e.g. individuals and organisations)
	Identify some differences in how people put their beliefs into action
	Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
	Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
	Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views

Purple – Make sense of belief
Red – Understanding the impact
Green – Making connections

Term 1 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectation	At Age Related Expectation	Above Age Related Expectation

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