



Year 3 Curriculum Overview 2025 - 2026

J Simmons

SUBJECT	Autumn		Spring		Summer	
English	Instructions – Catapult / Volcano x 2 weeks <i>Outcome – introductions, 2 instructions – How to make a Catapult / Volcano PopArt</i> <i>Grammar: S1 Expressing time, place and cause using conjunctions</i> Narrative: Escape from Pompeii by Christina Balit x4 weeks <i>Outcome – Description of characters and settings, dialogue</i>	Playscript – Write, rehearse and perform Class assembly x 2 weeks <i>Outcome – colons, stage directions using brackets, Narrator, write their own part for the class assembly</i> Recounts - Roman newspaper The Roman Record (Newspaper History) by Paul Dowsnell x3 weeks <i>Outcome – lead sentences, captioned pictures, recount of events, quotes</i>	Narrative: Rickshaw Girl by Mitali Perkins x3 weeks <i>Outcome - Description of settings, Characters, Persuasive letter</i> <i>Grammar: T1 Introductions to paragraphs as a way to group related material.</i> Letter Writing – Dr K Fisher by Claire Llewellyn x3 weeks <i>Outcome - Research Indian animals, write</i>	Traditional Tale: Cloud Tea Monkeys by Mal Peet x3 weeks <i>Outcomes – Descriptive passages, writing in role, instructions, letter, discussion, non-chronological report</i> <i>Grammar: S1 Expressing time, place and cause using conjunctions</i> <i>T1 Introductions to paragraphs as a way to group related material.</i>	Narrative - Mr Penguin and the Lost Treasure by Alex T Smith X4 weeks <i>Outcome, persuasive letter, character description, advert, newspaper.</i> <i>Grammar: P1 Introduction to inverted commas to direct speech</i> Explanations – Until I met Dudley by Roger McGough - Plants x3 weeks <i>Outcome – letter, short explanatory paragraph,</i>	Picture Book – The First Drawing by Mordicai Gerstein x2 weeks <i>Outcome – Children explore the Stone Age. They write diary entries, explore the conventions of speech, create character descriptions and write their own historical narratives.</i> Narrative – Stig of the Dump by Philip Ridley x4 weeks

	<i>Grammar: T3 Use of the present perfect of verbs instead if the simple past</i> <i>P1 Introduction to inverted commas to direct speech</i>	<i>Grammar: T2 Headings and subheadings to aid presentation</i> <i>T3 Use of the present perfect of verbs instead if the simple past</i> <i>S1 Expressing time and place</i> Poetry – Ancient Rome (Modern Rhymes about Ancient Times) by Susan Altman x2 weeks <i>Outcome – variety of poetry forms</i>	<i>letters and research response letters</i> <i>Grammar: T1 Introductions to paragraphs as a way to group related material.</i> <i>T2 Headings and subheadings to aid presentation</i>	Fable: Cinnamon by Neil Gaiman x3 weeks <i>Outcomes – Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms</i> <i>Grammar: P1 Introduction to inverted commas to direct speech</i>	<i>two explanation texts – formal and informal</i> <i>Grammar: Prepositions</i>	<i>Outcome - Character description, Diary, Adding an extra chapter, Book review</i> <i>Grammar: P1 Introduction to inverted commas to direct speech</i> Poetry – Michael Rosen : I was born in the Stone Age x2 weeks <i>Outcome – Write a variety of performance and narrative poetry</i>
Guided Reading <u>VIPERS</u> Vocabulary Infer Predict Explain Retrieval Summarise Sequence	Pebble In My Pocket by Meredith Hooper and Chris Coady x11 sessions (Non fiction) <i>*Each session covers all viper areas</i> - Vocab (2a) pg 1-3 - Infer (2d) pg 4-5 - Predict (2e) pg 6-7 - Explain (2d) pg 7-8 - Retrieval (2b) pg 9-10 - Summarise (2c) pg 11-12 - Vocabulary (2a) pg 13-16 - Infer (2d) pg 17-20 - Predict (2e) pg 21-24 - Explain (2d) pg 25-28	The Street Beneath My Feet by Charlotte Guillian x15 sessions (Non-fiction) - Surveying the Ground (2b) - Admiring the Layout (2b) - Going Underground (2a) - Finding the Functions (2a, 2b) - Deeper (2b) ... and Deeper (2b, 2d) - It's Sedimentary my Dear Watson! (2d) - This Book Rocks! (2a, 2b) - This is Hardcore (2d, 2e)	Tiger Boy by Mitali Perkins x15 sessions (Narrative) - Chap 1 Vocab (2a) - Chap 2 Infer (2d) - Chap 3 Predict (2e) - Chap 4 Explain (2d) - Chap 5 Retrieval (2b) - Chap 6 Summarise (2c) - Chap 7 Vocabulary (2a) - Chap 8 Infer (2d) - Chap 9 Predict (2e) - Chap 10 Explain (2d) - Chap11 Retrieval (2b)	A Necklace of raindrops by Joan Aiken x15 sessions (Short stories with morals) - Exploring Genre (2e, 2g, 2h) - Proving / disproving Predictions (2b, 2e) - Thinking About Themes (2c, 2f) - What's in a name? (2a, 2d, 2e, 2g) - Sorting Summaries (2b, 2c) - Playing with words (2a, 2g) - Sorting out Structures and Looking for Literacy Language (2g)	I am the seed that grew the Tree by Fionna Waters x12 sessions (Poetry) - Thinking about Poetry (2f, 2g) - Meet the Publisher (2c, 2d) - January (2a, 2e, 2g, 2h) - Frozen (2c, 2f, 2h) - The Wind (2b, 2d) - The Wind continued (2g) - Spring (2a, 2b) - First Primrose (2c, 2d)	Stone Age Boy by Satoshi Kitamura x 6 sessions (Narrative – Historical setting) <i>*Each session covers all viper areas</i> - Prediction (2a, 2e) - Explaining vocabulary (2a, 2e, 2f) pg 8 - 11 - Retrieving Information (2a, 2b, 2d, 2h) pg 12 - 14 - Infer (2d pg 15 - 17 - Retrieving Information (2b, 2d, 2e, 2f, 2g) pg 18 - 21 - Summarise (2c) pg 22-27 - Infer (2d) pg 28 – 34

					9. Voices of Water (2d, 2e, 2g) 10. Voices of Water continued (2d, 2g)	
--	--	--	--	--	---	--

	11. Retrieval (2b) pg 29-32	10. Ordering the Earths Layers (2a) 11. Minerals (2b) 12. Fossils (2b) 13. Animals and their Homes (2d) 14. What have we learned? (2c) 15. Rock Collectors (2a, 2b)	12. Chap12 Summary (2c) 13. Chap13 Vocab (2a) 14. Chap14 Infer (2d) 15. Chap15 Predict (2e)	8. Retrieve to Infer (2b, 2d, 2h) 9. Looking for Patterns (2f, 2g) 10. Who, what, why? (2a, 2d, 2h) 11. Read and Respond (2b, 2d) 12. Building stamina (2d) 13. Talk to the hand (2b) 14. Handle the Talk (2b) 15. Likes, Dislikes, Puzzles and Connections (2c, 2h)	11. Frog Hop (2d) 12. Summer Holidays (2b, 2c, 2h)	Arthur and the Golden Rope by Joe Todd Stanton x 6 sessions (Narrative - Adventure) 1. Prediction (2a, 2e) 2. Explaining vocabulary (2a, 2e, 2f) 3. Retrieving Information (2a, 2b, 2d, 2h) 4. Retrieving Information (2b, 2d, 2g) 5. Retrieving Information (2b, 2d, 2e, 2f, 2g) 6. Role on the Wall (2d, 2f, 2h)
--	-----------------------------	--	--	---	---	---

Guided Reading Content Coverage		2a	2b	2c	2d	2e	2f	2g	2h	
		Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas form more than one paragraph	Make inferences from the text/explain and justify inferences with evidence form the text	Predict what might happen from details stated and implied	Identify /explain information / narrative content is related and contributes to meaning as a whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text	

Year 3 Spelling	1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.'	7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings.	13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '-ly' when the root word ends in 'le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	31. The suffix '-sion' 32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. 36. Revision – spelling rules we have learned in Stage 3
------------------------	--	--	--	--	--	---

	4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 6. Challenge words	10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 12. Challenge words	same pronunciation but different meanings and/or spellings. 18. Challenge Words	23. Adding the suffix -ly. Words which do not follow the rules. 24. Challenge Words	28. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 29. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 30. Challenge Words	
--	---	---	---	---	---	--

Handwriting (Continuous Cursive)	The Ladder Family 1. The letter l 2. The letter i 3. The letter u 4. The letter t 5. The letter y 6. The letter j	The One-Armed Robot Family 1. The letter n 2. The letter m 3. The letter h 4. Handwriting Practice 5. Handwriting Practice 6. Handwriting Practice	The One-Armed Robot Family 1. The letter k 2. The letter b 3. The letter p 4. The letter r 5. Handwriting Practice 6. Handwriting Practice	The Curly Caterpillar Family 1. The letter c 2. The letter a 3. The letter d 4. The letter e 5. The letter s 6. The letter g	The Curly Caterpillar Family 1. The letter f 2. The letter q 3. The letter o 4. The letter z 5. The letter v 6. The letter w	The Curly Caterpillar Family 1. The letter x 2. Assess and Review 3. Assess and Review 4. Handwriting Practice 5. Handwriting Practice 6. Handwriting Practice
Maths (White Rose Maths)	Unit 1: Place value within 1000 14 lessons 1. Represent numbers to 100 2. Partition numbers to 100 3. Number line to 100 4. Hundreds		Unit 4: Multiplication and division 11 lessons 1. Multiples of 10 2. Related calculations 3. Reasoning about multiplication 4. Multiply 2 digits by 1 digit – no exchange		Unit 8: Fractions 6 lessons 1. Add fractions 2. Subtract fractions 3. Partition the whole	

	5. Represent numbers to 1000 6.Partition numbers to 1000 7.Partition numbers to 1,000 flexibly 8.100s, 10s, 1s 9.Use a number line to 1000 10.Find 1, 10 and 100 more or less 11 Numberline to 1000 12 Estimate on a numberline to 1000 13. Count in 50s 14 Assessment Unit 2: Addition and subtraction 22 lessons 1. Apply number bonds within 10. 2. Add / subtract 1 3. Add / subtract 10s 4. Add / Subtract 100s 5. Spot the pattern 6. Add 1s across 10 7. Add 10s across 100 8. Subtract 1s across 10s 9. Subtract 10s across 100 10. Making connections 11. Add two numbers no exchange 12. Subtract two numbers no exchange 13. Add two numbers across 10 14. Add two numbers across 100 15. Subtract two numbers across 10 16. Subtract two numbers across 100 17. Add a 3 digit and a 2-digit number 18. Subtract a 2-digit number from a 3-digit number 19. Complements to 100 20. Estimate answers 21. Inverse operations 22. Make decisions	5. Multiply 2 digits by 1 digit - exchange 6. Link multiplication and division 7. Divide 2 digits by 1 digit – no exchange 8. Divide 2 digits by 1 digit – flexible partitioning 9. Divide 2 digits by 1 digit with remainders 10. Scaling 11. How many ways? Unit 5: Length and Perimeter 12 lessons 1. Measure in m and cm 2. Measure in mm 3. Measure in cm and mm 4. Metres, centimetres and millimetres 5. Equivalent lengths (m and cm) 6. Equivalent lengths (mm and cm) 7. Compare lengths 8. Add lengths 9. Subtract lengths 10. What is a perimeter 11. Measure perimeter 12. Calculate perimeter Unit 6: Fractions 10 lessons 1. Understand the denominator of unit fractions 2. Compare and order unit fractions 3. Understand the numerator of non-unit fractions 4. Understand the whole 5. Compare and order non-unit fractions 6. Fractions and scales 7. Fractions on a number line 8. Count in fractions on a number line	4.Unit fractions of a set of objects 5. Non-unit fractions of a set of objects 6. Reason with fractions of an amount Unit 9: Money 5 lessons 1. Pounds and pence 2. Convert pounds and pence 3. Add money 4. Subtract money 5. Find change Unit 10: Time (12 lessons) 1. Roman numerals to 12 2. Tell the time to 5 minutes 3. Tell the time to the minute 4. Read time on a digital clock 5. Use am and pm 6. Years, months and days 7. Days and hours 8. Hours and minutes – start and end times 9. Hours and minutes – durations 10. Minutes and seconds 11. Units of time 12. Solve problems with time Unit 11: Shapes (10 lessons)
--	---	---	--

	Unit 3: Multiplication and division 15 lessons 1. Multiplication – equal groups 2. Use arrays 3. Multiples of 2 4. Multiples of 5 and 10 5. Share and group 6. Multiply by 3 7. Divide by 3 8. The 3 times-table 9. Multiply by 4 10. Divide by 4 11. The 4 times-table 12. Multiply by 8 13. Divide by 8 14. The 8 times-table 15. The 2,4 and 8 timestable	9.Equivalent fractions on a number line 7. Equivalent fractions as a bar model Unit 7: Mass and capacity 11 lessons 1. Use scales 2. Measure mass in grams 3. Measure mass in kilograms and grams 4. Equivalent masses 5. Compare mass 6. Measure capacity and volume in litres and millilitres 7. Measure capacity in litres and millilitres 8. Equivalent capacities and volumes (litres and millilitres) 9. Compare capacity and volume 10. Add and subtract capacity and volume	1. Turns and angles 2. Right angles in shapes 3. Compare angles 4. Measure and draw accurately 5. Horizontal and vertical 6. Parallel and perpendicular 7. Recognise and describe 2D shapes 8. Draw polygons 9. Recognise and describe 3-D shapes 10. Make 3-D Shapes Unit 15: Statistics 6 lessons 1. Interpret pictograms 2. Draw pictograms 3. Interpret bar charts 4. Draw bar charts 5. Collect and represent data in a bar chart 6. Simple two-way tables
--	--	---	---

Science	Rocks and soil • Rocks appearance • Physical properties • Fossil formation • Fossils and palaeontology • Soil formation • Soil and earthworms	Forces and Magnets • Pushes, pulls and twists • Friction • Investigating friction • Magnets • Investigating magnet strength • Uses of magnets	Light and Shadows • Sources of light • What is reflection? • Where do shadows come from? • Shadows throughout the day • Investigating shadows • Using light and shadows	Plants • Plant growth • Structure and function • Transporting water • Flowers • Evaluating an enquiry • Seed dispersal	Animals – movement and nutrition • Skeletons • The bones in our body • Muscles and movement • Eating for survival • Nutrient groups • Balanced diets
Design Technology	Digital world- wearable technology • Evaluating wearable technology • Light up wearables • Programming wearable technology		Structures- constructing a castle • Features of a castle • Designing a castle • Nets and structures		Cooking and nutrition- eating seasonally • Food around the world • Seasonal food • Cutting and peeling

	- Product concept - Point of sales displays - Focus groups	Building a castle	- Tasting seasonal ingredients - Making a mock up - Evaluating seasonal tarts
--	--	---	---

Art and Design	Developing drawing skills - See like an artist - Shading - Take a closer look - Imagination in bloom - Paper to pixels	Craft and design- Ancient Egyptian scrolls - Exploring Ancient Egyptian art - Designing scrolls - Making paper - Scroll making - Making zines	Sculpture and 3D- abstract shape and space - Structural shapes - Constructing in 3D - Seeing space - Abstract sculpture - Surface decoration

Year 3 Sketchbooks	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books?		
---------------------------	---	--	--

Computing	Unit 3.1 Coding 1. Review Previous Coding 2. A Physical System 3. If Commands 4. Variables 5. Repetition 6. Debugging	Unit 3.2 Online Safety 1. Safety in Numbers 2. Fact or Fiction? 3. Appropriate content and ratings	Unit 3.4 Touch typing 1. To learn how to use the home, top and bottom row keys.	Unit 3.5 Email 1. To think about different methods of communication. 2. To open and respond to an email. To write an email to	Unit 3.6 Branching Databases 1. To sort objects using just 'yes' or 'no' questions. 2. To complete a branching database using	Unit 3.7 – Simulations 1. What are Simulations? 2. Exploring a Simulation. 3. Analysing and Evaluating a Simulation.
------------------	--	--	---	--	--	--

	Program – 2Code EXT – Hour of Code	Unit 3.3 Spreadsheets 1. Creating Pie Charts and Bar Graphs 2. Using the < > and spin button tools 3. Advanced Mode and coordinates Program – 2Calculate	2. To practice and improve typing for home, bottom, and top rows. 3. To practice the keys typed with the left hand. 4. To practice the keys typed with the right hand. Program – 2Type	someone using an address book. 3. To learn how to use email safely. 4. To learn how to use email safely. 5. To add an attachment to an email. 6. To explore a simulated email scenario. Program – 2Email, 2Connect, 2Diy	2Question. 3 / 4 To create a branching database of the pupil's choice. Program – 2 Question	Program – 2Simulate, 2Publish Unit 3.8 – Graphing 1. To enter data into a graph and answer questions. 2. To solve an investigation and present the results in graphic form. Programs – 2Graph
E-Safety and PSHE Digital Lifestyles links	Unit 3.1: We are Year 3 rule writers. PSHE Digital Lifestyles • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? PSHE Digital Lifestyles • Why is it important to ration the time we spend using technology and/or online?	Unit 3.2: We are digital friends PSHE Digital Lifestyles • How does my own and others' online identity affect my decisions about communicating online? PSHE Digital Lifestyles • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	Unit 3.3: We are internet detectives PSHE Digital Lifestyles • How might my use of technology change as I get older, and how can I make healthier and safer decisions? PSHE Digital Lifestyles • When looking at online content, what is the difference between opinions, beliefs and facts?	Unit 3.4 We are aware of our digital footprint PSHE Digital Lifestyles • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	Unit 3.5 We are netiquette experts PSHE Digital Lifestyles • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?	Unit 3.6: We are avatar creators PSHE Digital Lifestyles • How does my own and others' online identity affect my decisions about communicating online? PSHE Digital Lifestyles • How might people with similar likes & interests get together online? PSHE Digital Lifestyles • Can I explain the difference between "liking" and "trusting" someone online?
Humanities	Why do people live near volcanoes?	<u>Why did the Romans invade and settle in Britain?</u>	<u>Who lives in Antarctica?</u>	<u>What was important to the ancient Egyptians?</u>	Are all settlements the same?	<u>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</u>

	1. How is the earth constructed? 2. Where are mountains found? 3. Why and where do we get volcanoes? 4. What are the effects of a volcanic eruption? 5. What are earthquakes and where do we get them? 6. Where have the rocks around school come from?	1. What is it like to live in Ancient Rome? 2. Why did the Romans invade and settle in Britain? 3. How did the Britons respond to the Roman invasion? 4. Why was the Roman army so successful? 5. What do artefacts suggest about the lives of Roman soldiers in Britain? 6. What was the legacy of the Roman Empire in Britain?	1. What is climate? 2. Where is Antarctica? 3. Who lives in Antarctica? 4. Who was Shackleton? 5. Can we plan an expedition around school? 6. How did our expedition go?	7. Where and when did the first civilisations appear? 8. Why was the river Nile so important to the Ancient Egyptians? 9. How do we know so much about the Ancient Egyptians? 10. What do sources suggest about religious beliefs in Ancient Egypt? 11. What did people in Ancient Egypt believe happened after death? 12. Who ruled Ancient Egypt and what happened to them after they died?	1. What is a settlement? 2. How is land used in my local area? 3. Can I explain the location and features in my local area? 4. How has my local area changed over time? 5. How is land used in New Delhi? 6. How does land use in New Delhi compare with my local area?	1. How long ago did prehistoric man live? 2. What does Skara Brae tell us about life in the Stone Age? 3. Who was this Bronze Age Man? 4. What was the impact of bronze in prehistoric Britain? 5. How did trade change lives in Iron Age Britain? 6. What changed between the Stone Age and the Iron Age?
--	--	---	---	--	--	---

Music	Kapow Music Creating compositions for an animation	Kapow Music Developing singing technique	Kapow Music Traditional instruments and improvisation	Kapow Music Pentatonic melodies and composition	Kapow Music Jazz	Kapow Music Ballads
	1. Telling stories through music 2. Creating a soundscape 3. Story sound effects 4. Adding rhythm 5. Musical mountain	1. Here come the Romans 2. Sing like a Roman 3. Roman notation 4. Roman battle song 5. Perform like a Roman Roman Topic	1. Introducing traditional Indian music and instruments 2. Indian music: Playing a rag 3. Indian music: Adding a drone 4. Indian music: Introducing the tal 5. Indian Music: Performing Anile vaa India Topic	1. Dragon dance 2. Pentatonic scale 3. Lesson notation 4. Enter the dragon 5. Final performance Chinese New Year – 17th Feb Learning Songs for Year 3 / 4 production	1. Ragtime 2. Dixieland 3. Scat singing 4. Jazz motifs 5. Swung rhythms	1. What is a ballad 2. Performing a ballad 3. The story behind the song 4. Writing lyrics 5. Singing my ballad Summer Concert rehearsals

PE	realPE – Unit 1 Personal Skills	realPE – Unit 2 Social	realPE – Unit 3 Cognitive Skills	realPE – Unit 4 Creative	realPE – Unit 5 Physical Skills	realPE – Unit 6 Health and Fitness Skills
	1. Remote control – Matching Pairs – Footwork – Time shares 2. Remote control – Footwork – Follow the Leader – Time shares 3. Remote control – Footwork – Matching pairs – Time shares 4. Shadow Play – Balloon Balance – One Leg – Time shares 5. Shadow Play – One Leg – Mirror Challenge – Time shares	1. Alphaball soup – Develop Jumping Combinations – Jumping and Landing – Roles on a Bus 2. Alpahball Soup – Jumping and Landing – Follow the Leader – Roles in a Bus 3. Alphaball Soup – Jumping and Landing – Developing jumping combinations – Roles on the Bus	1. Ball Control – 3 Limb Race – On a Line – Questions Carousel 2. Ball control – On a Line – Raise the Level – Questions Carousel 3. Ball Control – On a Line – 3 Limb Race – Questions Carousel 4. To Bank or not to Bank – Getting Around Us – Ball	1. Ball Handling – Juggle Challenge – Sending and Receiving – Badge of Honour 2. Ball Handling – Sending and Receiving – Removal Team – Badge of Honour 3. Ball Handling – Sending and Receiving – Juggle Challenge – Badge of Honour	1. Continuous Relay – Quick off the mark – Reaction / response – Comfort, stretch, panic 2. Continuous Relay – Reaction / response – Copy your partner - Comfort, stretch, panic 3. Continuous Relay – Reaction / Response – Quick off the Mark – Comfort, stretch, panic 4. Balance Dice Frenzy – Cone Transfer –	1. Gate Masters – tunnels – Ball Chasing – Always, sometimes, rarely 2. Gate Masters – Ball Chasing – Develop Ball chasing – combinations – Always, sometimes, rarely 3. Gate Masters – Ball Chasing – Tunnels – Always, sometimes, rarely 4. Rock, paper, scissors – Balance Transfer

	6. Shadow Play – One leg – Balloon Balance – Time shares Ball Skills (Get Set 4PE) 1. To develop tracking and collecting skills 2. To develop confidence and accuracy when tracking a ball 3. To develop dribbling skills with hands and feet 4. To develop catching skills using one and two hands	4. Dice Frenzy – Exchange Objects – Seated – Roles on a Bus 5. Dice Frenzy – Seated – Exchange Objects in 4s – Roles on a Bus 6. Dice Frenzy – Seated – Exchange Objects – Roles on a Bus OAA (Get Set 4PE) 1. To develop cooperation and teamwork skills 2. To develop trust and teamwork 3. To involve all team members to work towards a shared goal 4. To develop trust whilst listening to others and following instructions	Skills – Questions Carousel 5. To Bank or not to Bank – Ball Skills – All routes – Questions Carousel 6. To Bank or not to Bank – Ball Skills – Getting Around Us – Questions Carousel Fundamentals (Get Set 4PE) 1. To develop balancing and understand the importance of this skill 2. To develop technique when running at different speeds 3. To develop agility using a change of speed and direction 4. To develop technique and control when	4. Pass it on – Roller Ball – With a partner – Badge of Honour 5. Pass it On – With a partner – Lean on me – Badge of Honour 6. Pass it on – With a partner – Roller ball – Badge of honour Tennis (Get Set 4PE) 1. To develop racket and ball control 2. To explore rallying using a forehand 3. To explore returning the ball using a forehand 4. To explore returning the ball using a backhand	Floor Work – Comfort, stretch, panic 5. Balance Dice Frenzy – Floor Work – Hoop Limbo – Comfort, stretch, panic 6. Balance Dice Frenzy – Floor Work – Cone Transfer – Comfort, stretch, panic Athletics (Get Set 4PE) 1. To develop the sprinting technique and improve on your personal best 2. To develop changeover technique in relay events	– Stance – Always, sometimes, rarely 5. Rock, paper, scissors – Stance – Mirror Challenge – Always, sometimes, rarely 6. Rock, paper, scissors – Stance – Balance Transfer – Always, sometimes, rarely Rounders (Get Set 4PE) 1. To develop overarm and underarm throwing and catching and apply these to a striking and fielding game
--	---	---	--	--	--	---

	5. To explore and develop a variety of throwing techniques 6. To use tracking and sending skills with feet	5. To be able to identify objects, draw and follow a simple map 6. To draw a route using directions, orientate a map and navigate around a grid	jumping, hopping and landing 5. To develop skipping with a rope 6. To apply fundamental skills to a variety of challenges	5. To learn how to score and use simple rules 6. To work co-operatively with others to begin to manage a game	3. To develop jumping technique in a range of approaches and take off positions 4. To develop throwing for distance and accuracy 5. To develop throwing for distance in a pull throw 6. To develop officiating and performing skills	2. To develop bowling and learn the rules of the skill within this game 3. To develop batting technique and understand where to hit the ball 4. To develop fielding techniques to apply them to game situations 5. To play different roles in a game and begin to think tactically about each role 6. To apply skills and knowledge to compete in a tournament
RE	Christianity-Creation: What do Christians learn from the Creation story? Christianity- People of God: What is it like to follow God? Christianity- Incarnation: What is a Trinity?		Hinduism: Why do Hindus want to collect good Karma? Christianity- Salvation: Why do Christians call the day Jesus died 'Good Friday'?		Sikhism: How does the teaching of the gurus move Sikhs from dark to light? Sikhism: How do Sikhs put their beliefs about equality into practice?	

PSHCE	Beginning and Belonging 1. Making the classroom safe. 2. Building Relationships 3. Coping with new situations – Emotions. 4. Coping with new situations – New people 5. Coping with new situations – How to cope 6. Sources of Support	Anti-bullying 1. Friendships and Falling Out. 2. Defining Bullying 3. Causes and types of Bullying 4. How Bullying May Affect Us 5. Responding to Bullying 6. Supporting Others Diversity and communities 1. Exploring My Identity 2. Valuing Difference	Managing Safety and Risk 1. Identify physical, social and emotional risks. 2. Understand that pressure to act in a risky way might come from people they know. 3. State possible physical and mental reactions to different risks. 4. Develop a range of strategies to aid decision making in risky situations. 5. To know some ways to reduce risk in a variety of situations. 6. To recognise some of the causes of accidents and ways to prevent them.	My Emotions 1. Understanding and Managing Feelings. 2. Understanding and Managing the Impact of Feelings. 3. Concentrating on One Emotion. 4. Getting Support 5. Impact of feelings on actions. 6. Calming and Relaxing.	Healthy Lifestyles 1. A balanced, healthy lifestyle. 2. Physical Activity. 3. Healthy Eating. 4. Dental Hygiene. 5. Making Healthy Choices. 6. Processing the learning.	Relationships and Sex Education 1. Body knowledge 2. Body functions and Changes. 3. Personal hygiene – routines. 4. Personal hygiene – How it will change in the future. 5. Illness / disease Prevention.
French	Greetings with puppets 1. French greetings 2. Day and night 3. How are you feeling? 4. French finger rhymes	Adjectives of colour, size and shape 1. Colours 2. Shapes and colours 3. Shapes and sizes 4. Using shapes like Matisse 5. In the style of Matisse	Playground games- numbers and age 1. Count 2. Count higher 3. How old are you? 4. Reading French numbers 5. Outdoor games	In a French classroom 1. Follow the teacher 2. Things in the classroom 3. To have or have not 4. School bag 5. In my French bag	Transport 1. French transport language 2. How shall we travel in France? 3. On the road 4. Travel the French speaking world 5. Journey to school	A circle of life 1. Animal nouns and sounds 2. Habitats 3. Life cycles 4. Food chains 5. Food chain flips