Year 3 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross- curricular links, whenever feasible, so that children develop a hinterland knowledge to support their writing. Vocabulary, sentence structure and developing a personal 'voice' are developed throughout. Within the writing journey, children learn to write, edit, draft and to publish independently or with peers.

Handwriting
We use the Nelson Handwriting scheme.

Pupils should be taught to:

* Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* Increase the legibility, consistency, and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Oracy
Begin with the use of sentence stems and politely agreeing/disagreeing with peers.
Develop talk pairs/trios and the strategies of Oracy.

Use the rules for successful talk:

1. Always respect each other.
2. Invite others to contribute.
3. Demonstrate active listening.
4. Be prepared to change your mind.
5. Try to come to a shared agreement.

In Year 3, we also use a range of Oracy strategies:

- Use of sentence stems to aid sentence structure, coherence and point making.
- Use of a discussion guide – rules for the interaction.
- Begin to explore discussion roles (looking at these roles individually) – builder, investigator, prober, summariser, clarifier and challenger.
- Use of Oracy in all curricular areas by modelling talk/listening and extending vocabulary.

Examples of activities: debates, scientific explanations, mathematical discussions about reasoning problems, morning Oracy starters, talk discussions on dilemmas, recording presentations, reading aloud work and feeding back to others
Assessment: Half-termly Rising Stars assessments in Grammar, Spelling and Reading. Termly PIRA (Progress in reading Assessments). Termly moderation of writing. End of year teacher assessment in writing with possible moderation.

Maths		
Autumn	**Spring**	**Summer**
Herts Maths Essentials Place value and regrouping. Counting on and back in Ones, Tens, and Hundreds. Estimation, magnitude and rounding. Measures –comparison, estimation, and magnitude. Mental fluency – addition Mental fluency – subtraction Fact families and applying the inverse. Written addition. Written subtraction. Problem solving –worded problems. Statistics –interpreting bar charts and tables. Angles –right angles and estimation. Perpendicular and parallel lines, vertical and horizontal lines. 2D shape properties and drawing. Perimeter including problem solving using written and mental methods. *Times Tables Rock Stars / Focused conferences*	**Herts Maths Essentials** Multiplication -3, 4-, and 8-times tables including counting. Division -1,2,3,5,4, and 8 times tables Multiplication –strategy, associative and distributive laws Statistics –pictograms and scaled bar charts. Multiplication and division worded problems. Fractions –finding fractions of discrete and continuous quantities. Ordering and comparing fractions Adding and subtracting fractions with the same denominators. Fractions –problem solving with unit and non-unit. Multiplication –multiplying multiples of ten. Multiplication –formal written multiplication. *Times Tables Rock Stars / Focused conferences*	**Herts Maths Essentials** Division problem solving –sharing and grouping. and three-digit numbers by one-digit numbers including halving. Multiplication, division, and fractions –scaling and correspondence problems Division –long division Time –hours, minutes, seconds, days, weeks, months, years Time –telling the time (analogue, and digital) and estimation. Time –duration Securing the four operations with whole numbers including problem solving Place value and decimals –ten times greater and ten times smaller. Place value and decimals –regrouping. Place value and decimals –estimation, comparing and rounding. Measures –measuring and problem solving. 3D shape –building and identifying properties. *Times Tables Rock Stars / Focused conferences*

Assessment: Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term, or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted.

Science

Curriculum content (National Curriculum): Substantive Knowledge;

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, and flowers *(build on language from Year 1 and 2 in explanations and comparisons)*
- Explore the requirements of plants for life and growth (*building on what a plant needs from KS1*) 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.

Animals, including humans.

- 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. (*building on Year 2*)
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- 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.

Light

- Recognise that they need 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 their eyes.
- Recognise that shadows are formed when an opaque object blocks the light from a light source.
- Find patterns in the way that the size of shadows change.

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.

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

- Asking questions and using different approaches to answer them. Using question starters (*until greater independence is established and then develop the application of evidence).*
- Setting up and administering simple, practical, fair tests – including evaluating and comparing.
- Observe systematically and carefully. Accurately measure using standard units and using a range of equipment *(applying mathematical skills and understanding*)
- Gather, record, classify and present data in a variety of ways to help in answering questions by using evidence, apply data, using graph skills.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions (evaluate)
- Identify differences, similarities or changes to simple scientific ideas and processes. This includes cause and effect.
- Using straightforward scientific evidence to answer questions ensuring that the key questions are answered.

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge.

- Grow an understanding of how Science is used in the real world and in various STEM careers.

Autumn	Spring	Summer
Rocks, Fossils and Soil. This new topic also develops grouping and comparing skills from Year 2 **Forces and Magnets** This new topic introduces simple diagrams too.	**Plants and living things.** This also provides children opportunities to apply their knowledge of plants from KS1, when considering variations, exploring the functions in each part of the plant. **Light and Shadows** An introduction into understanding terminology (such as reflection) and core concepts related to light and shadows are made, building a foundation for Year 6.	**Animals including Humans.** Opportunities re also made to explore cause and effect, on chosen food choices. This builds on Year 2.

Assessment: Summative assessments recorded on Arbor final assessments – disciplinary and substantive knowledge considered.

Religious Education

Autumn 1 Identity and Belonging/ Sources of Wisdom	**Autumn 1** Identity and Belonging/ Sources of Wisdom	**Autumn 1** Identity and Belonging/ Sources of Wisdom	**Autumn 1** Identity and Belonging/ Sources of Wisdom	**Autumn 1** Identity and Belonging/ Sources of Wisdom	**Autumn 1** Identity and Belonging/ Sources of Wisdom
Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)	Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)	Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)	Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)	Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)	Explore key shared beliefs in Christianity and what it means to belong to a faith community. Who was Jesus and what was his life like? Timeline of events in Jesus' life. What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible? What is the Holy Trinity? (UC Incarnation 2a.3)

Geography

Autumn 1- Spring 1			**Spring 2- Summer 2**	
Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
			Fieldwork	Map skills
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and the local	Describe and understand key aspects of: <u>Physical geography, including:</u> mountains,	<u>Gather information</u> Ask geographical questions Record findings from fieldtrips Use appropriate terminology <u>Sketching</u>	<u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital

topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	area.	volcanoes and earthquakes and rivers. <u>Human geography, including:</u> the distribution of natural resources including energy, food, minerals and water	Draw an annotated sketch from observation including some descriptive/ explanatory labels and indicating direction (using 4 compass points) <u>Audio/Visual</u> Select views to photograph Add titles and labels giving date and location information Consider how photos provide useful evidence	Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map <u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key
Assessment: Spring 1- locational and place knowledge and human and physical geography assessment form			**Assessment:** Summer 2-Geographical skills and fieldwork assessment form	

History		
Autumn	**Spring**	**Summer**
<u>The Stone Age</u> **How did life change during the period?** **What was new about the Stone Age?** • Changes and developments during the different periods of the Stone Age • Compare the new stone age to earlier periods • Look at archaeological evidence and the Neolithic settlement at Skara Brae LINKS: Civilisation and Invention	**<u>The Bronze Age and the Iron Age</u>** **Which was most impressive – the Bronze Age or the Iron Age?** • Key features of the periods • Achievements of the Bronze and Iron age people • Amesbury Archer • The Lindow Man • Roman accounts of the Celts • Were the Celts civilised? LINKS: Civilisation and Invention	**<u>Egyptians - Indus Valley, Ancient Sumner and Shang</u>** **How much did the Ancient Egyptians Achieve?** • Who were the Ancient Egyptians and why do we remember them? • Ancient Egypt in relation to the Shang Dynasty, Ancient Sumner and the Indus Valley • What did we learn from the Egyptians? LINKS: Civilisation and Invention

Assessment: Initial artefact assessment KWL (What is already known (K), What would like to be known (W) and What has been learnt (L)) End of unit assessment key question How did life change during the period? What was new about the Stone Age?	**Assessment:** KWL End of unit assessment key question Which was most impressive – the Bronze Age or the Iron Age?	**Assessment:** End of year artefact assessment KWL End of unit assessment key question How much did the Ancient Egyptians achieve?

Computing					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Computing Systems and Networks – Connecting Computers In this unit, pupils will develop their understanding of digital devices, initially focusing on inputs, processes and outputs. They will compare digital and non-digital devices before exploring computer	**Creating Media – Stop-Frame Animation** In this unit, pupils use a range of techniques to create a stop-frame animation using iPads. They will apply the skills they have gained to create a story-based animation, which they will add other types of	**Programming A - Sequencing Sounds** This unit explores the concept of sequencing in programming through Scratch. Pupils will be introduced to a selection of motion, sound and event blocks, which they will use to create their own programs using	**Data and Information – Branching Databases** In this unit, pupils will develop their understanding of what branching a database is and how to create one. Using yes/no questions, they will gain an understanding of what 'attributes' are and how to use them to	**Creating Media – Desktop Publishing** In this unit, pupils will become familiar with the terms 'text' and 'images', 'templates', 'orientation' and 'placeholders'. Using desktop publishing software, they will consider font sizes, colour and type to edit	**Programming B - Events and Actions in Programs** This unit explores the links between events and actions whilst consolidating sequencing. Pupils will use Scratch to choose an appropriately sized 'sprite' and move it in four directions. Using pen blocks, pupils are

networks. They will begin to understand the benefits of connecting devices in a network.	media to (such as music and text).	sequences.	sort groups of objects. Pupils will create physical and on-screen branching databases while considering real-world applications.	and improve existing documents. They will create their own template before evaluating how desktop publishing is used.	introduced to programming extensions. They will also explore drawing lines and coding their own maze-tracing program.
Assessments Connecting Computers	**Assessments** Stop-Frame Animation	**Assessments** Sequencing Sounds	**Assessments** Branching Databases	**Assessments** Desktop Publishing	**Assessments** Sequence - Events and actions

Art		
Autumn DRAWING	**Spring** PAINTING	**Summer** 3D
Building on the skills learnt in EYFS and KS1: **<u>Drawing & Mark-making:</u>** using full range of drawing tools and techniques to build on EYFS/KS1 skills and develop new skills. **Close examination of light/dark with tonal shading** in observational sketching of individual 3D objects to create a sense of **weight and volume**. To develop the use of **texture** in drawings, by closely observing the surface of an object using existing drawing techniques: smudging, circles, hatching, cross-hatching and introducing new techniques of **stippling (dots), scumbling and drawing with an eraser**. To	**Building on the skills learnt in EYFS and KS1:** **<u>Advanced Colour-mixing:</u>** Progressing from mixing secondary colours, children now learn to **mix tertiary colours**. They learn the difference between **tone and hue**. They practise the skill of blending colour to create a range of tones/hues. **<u>Securing Mark-making</u>**: the children are encouraged to exercise **more control over their use of brushes**/mark-making tools and to begin to master the **use of fine detailing.** **<u>Painting Project: Landscape Painting</u>**	**Building on the skills learnt in EYFS and KS1:** **<u>Clay – Seated Figure</u>:** Children consider the work of Henry Moore. They **sketch a seated or reclining figure** in their sketchbooks to enhance their **perception of the physical form** of the body and of its 3-dimensional structure/weight and composite shapes. They then develop complex 3D skills by creating a **seated or reclining figure**, rolling a slab of clay and cutting shapes, using slip and **cross-hatching surfaces** to join parts of the body together. They **experiment with building techniques**, considering the **balance, weight and form** of the material.

experiment with colour using **water colour pencils**. **Outcomes** To research artists' sketches and drawing techniques. To practise skills, exploring the use of light and dark tonal shading using the full range of drawing tools and techniques. To draw a 3D object from observation, considering volume and texture. To use tonal shading depicting areas of light and dark to create a sense of weight and volume. To draw a contrasting 3D object, with different textures and tools. To draw a 3D object: final draft To evaluate a final piece and rework. **Drawing Project Resources** -Drawing Like a Caveman -Making Weighty Drawings	Children become more proficient at matching the palette of a particular artist. They study **J.M.W. Turner's watercolour paintings and the birth of Impressionism** and learn how to create a **background wash experimenting with watercolour**, using a range of tones and hues before adding detail. They practise skills and interpret the artist's style and palette in their own **landscape painting**; in addition to building on their ability to recognize and produce patterns and create composition. **Outcomes** To research watercolour painting and the birth of Impressionism. To practise skills, learning to mix tertiary colours. To learn the difference between tone and hue. To plan a landscape painting project: and create a background wash. To interpret the artist's style and palette in your own landscape painting, creating a composition. To explore mark-making, using more control of brushes and tools and to begin to master the use of fine detailing. To evaluate a final piece and rework.	**<u>Contrasting Material:</u>** The children may also create a seated/reclining figure using **Model Magic** to exploit the potential of a **contrasting material.** **Outcomes** To research the life, works and techniques of a 3D artist. To practise skills, experimenting with building and joining techniques, considering balance, weight and form. To design a 3D clay seated figure sculpture. To create a seated or reclining figure (playdough). To create a second model in clay, addressing issues with the construction of the first. To evaluate the making process, comparing the two models and reworking where necessary.
Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Modern Foreign Language (Spanish)		
Autumn	**Spring**	**Summer**

Aprendo Español	Los instrumentos	La ropa
The early language unit focuses on pinpointing Spanish and Spanish speaking countries, learning greetings and relevant responses, asking and answering basic questions, counting up to 10 and recalling colours. To pinpoint Spain and other Spanish speaking countries on a map of the world To ask and answer the question 'How are you?' in Spanish To say 'hello' and 'goodbye' in Spanish To ask and answer the question 'What is your name?' in Spanish To count to ten in Spanish To say ten colours in Spanish	Children will learn to recognise, recall and spell instruments, understand articles and determiners and learn to say and write sentences using a 1st person regular verb. To introduce the topic 'Los instrumentos' To revise the five instruments and learn the next five instruments in Spanish To revise and remember all 10 instruments, learning the appropriate Spanish word for 'the' To revise all the instruments in Spanish and learn how to say 'toco' To consolidate all the language covered so far To revise all language covered so far and complete the assessment for the unit	The intermediate unit progresses the children's early language learning. Children will learn to repeat and recognise vocabulary for clothes, use appropriate genders/articles, use verbs, say what they wear in different situations, describe using adjectives and use possessives. To learn 11 new nouns and articles for items for clothing To continue to learn the vocabulary for clothing and introduce the structure 'I wear…' – llevo / To be able to fully conjugate the regular verb – llevar To learn how to describe clothes in terms of colour To learn more about possessive adjectives in Spanish To revise all language covered so far and complete assessment for the unit
Assessments End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	**Assessments** End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	**Assessments** End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing

Design & Technology		
Autumn **Mechanisms – levers & linkages**	**Spring** **Structures – shell structure**	**Summer** **Food – healthy & varied diet**

Designing • Generating realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Investigating and analysing books and, where available, other products with lever and linkage mechanisms. • Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Using the relevant cutting, marking, shaping, and joining techniques. • Selecting from and use finishing techniques suitable for the product they are creating. **Evaluating** • Evaluate their own products and ideas against criteria and user needs, throughout the design and making process. **Technical knowledge and understanding** • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots.	**Designing** • Generating realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. **Making** • Developing and using knowledge of how to construct strong, stiff shell structures. • Developing and using knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Explaining their choice of materials according to functional properties and aesthetic qualities. • Using finishing techniques suitable for the product they are creating. **Evaluating** • Test and evaluate their own products against the design criteria and the intended user and purpose. **Technical knowledge and understanding** • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.	**Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Carry out sensory evaluations of a variety of ingredients and products. • Record the evaluations using tables and simple graphs. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Know how to use appropriate equipment and utensils to prepare and combine food. E.g. build on KS1 knowledge of using grater, peeler, etc. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
Assessment: End of unit assessment	**Assessment:** End of unit assessment	**Assessment:** End of unit assessment

P.E.					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Invasion Games (Netball) - Throw and catch with control to keep possession and score 'goals'. - Be aware of space and use it to support team-mates and cause problems for the opposition. - Keep possession with some success when using equipment that is not used for throwing and catching skills. - Say when a player has moved to help others. - Apply this knowledge to their own play. - Know and use rules fairly to keep games going. - Explain why it is important to warm up and cool down.	**Dance** - Improvise freely, translating ideas from a stimulus into movement. - Use dynamic, rhythmic and expressive qualities clearly and with control. - Create appropriate dance phrases to reflect the ideas or style. - Repeat, remember and perform steps of a set style. - Recognise and describe the expressive qualities of a dance style. - Shares the composition of dance phrases with a partner and in a small group. - Suggest improvements to their own and other people's dances. - Understand the importance of warming up and cooling down.	**Gymnastics** - Create and perform a sequence of at least **FIVE** elements using a greater number of their own ideas. - Adapt sequences to suit different types of apparatus and their partner's ability. - Choose and plan sequences of contrasting actions. - Compare and contrast gymnastic sequences, commenting on similarities and differences. - With help, recognise how performances could be improved.. - Explain how strength and suppleness affect performance. - Identify some muscle groups used in gymnastic activities. - Suggest warm-up activities.	**Striking & Fielding** - Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. - Choose, apply and practise skills and simple tactics to suit the situation in a game. - Carry out tactics successfully; -Strike a ball off a tee using a cricket bat. -Control where the ball goes after it has been struck. - Describe what they and others do that is successful. - Suggest what needs practising. -Begin stretching muscles used for upcoming physical activities.	**Athletics** - Run at fast, medium and slow speeds, changing speed and direction. - Link running and jumping activities with some fluency, control and consistency. - Make up and repeat a short sequence of linked jumps. - Take part in a relay activity, remembering when to run and what to do. - Throw a variety of objects, changing their action for accuracy and distance.	**Invasion Games (Netball)** - Throw and catch with control to keep possession and score 'goals'. - Be aware of space and use it to support team-mates and cause problems for the opposition. - Keep possession with some success when using equipment that is not used for throwing and catching skills. - Say when a player has moved to help others. - Apply this knowledge to their own play. - Know and use rules fairly to keep games going. - Explain why it is important to warm up and cool down.

PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let your spirit fly This unit is based upon a gentle rhyme blue song which contains two vocal parts. The children will learn to use their voice to show expression. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (NC) I can use expression in my voice when I sing. I can sing in unison and in two parts. (Charanga)	**Glockenspiel Stage 1** This unit is based on developing the children's ability to play musical instruments. Musical notation will be introduced and games and quizzes will support the children's knowledge about how music is written down. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (NC) Use and understand staff and other musical notations. (NC) I can play instrumental parts accurately and in time as part of the performance. (Charanga) I can learn to play tunes, for example, easy E, strictly D and play the music. (Charanga)	**Three Little Birds** This unit is based upon reggae music which originated in Jamaica in the late 1960's. The learning is based upon popular reggae songs by Bob Marley. Listen with attention to detail and recall sounds with increasing aural memory. (NC) I can identify the piece's structure, for example, Introduction, chorus and verse. (Charanga) I can identify the instruments and voices in the song. (Charanga) I can find the pulse in the song I am listening to. (Charanga)	**The dragon song** This unit is based upon an animal fable where the animal is giving the children an important message of how to be a good friend. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (NC) I can use improvisation as part of a performance. I may use G, A and B on a tuned instrument to do this. (Charanga)	**Bringing us together** This unit is based upon learning to sing songs from a range of genres. In this unit the children will learn to sing a gospel song, modern jazz song and a hip hop song. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (NC) I can compose a simple melody using simple rhythms and use this as part of a performance. I will use the notes C, A and G on a tuned instrument. (Charanga)	**Reflect, rewind and replay** This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of Music. Develop an understanding of the history of music (NC)

	I will begin to learn to read music. (Charanga)				
Assessment: Singing	**Assessment:** Playing musical instruments	**Assessment:** Listening and appraising	**Assessment:** Improvisation	**Assessment:** Composition	**Assessment:** Overall judgement

PSHE

Programme of study JIGSAW which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner

Autumn		Spring		Summer	
Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**