Woodlands Primary School Curriculum Framework Overview Year 3

CURRICULUM DRIVERS	Community	Enterprise	Possibilities	Diversity/Spirituality	Enquiry/Knowledge of the World

Class Theme	Stone and Iron Age		Land of Hope and Glory		Remarkable Romans (impact on Briatin)	
Visits	Oakengates Theatre-Pantomime Shropshire Hills		Ironbridge walk		Residential-Beaudesert Wroxeter	
Subject area	AUTUMN TERM 1st Half	AUTUMN TERM 2nd Half	SPRING TERM 1st Half	SPRING TERM 2nd Half	SUMMER TERM 1st Half	SUMMER TERM 2nd Half
Writing	Story retell-own version Diary entry Instructions-Cave Art Comparative report-Stone age house vs Modern.		Poetry: Write own poem in the style of Louis Armstrong Setting description Stone Henge/Giant's Causeway Explanation-How to care for our planet David Attenborough Biography		Recount Wroxeter trip Persuasive letter-why I should be a Roman Soldier. Character Description- Thw Witches Newspaper report-the disappearance of a child...	
Geog/History:	Chronology-where Stone Age, Bronze Age and Iron Age fit on world history timeline. Investigate how our knowledge of the past is constructed from a range of Sources (artefacts, pictures, Skara Brae,Oswestry Hill Forts, books, internet). Investigate change, similarity and difference of the 3 time periods (Stone Age, Bronze Age to Iron Age). Answering and devising historically valid questions relating to: Society-how and why they lived how they did and how this changed over the time periods (homes, villages, settlements, agriculture/farming communities, trade etc). Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy, Achievement		Revisit **locational Knowledge from Y2**: Revise and name 7 continents, five oceans, UK and the 4 seas that surround the UK (English Channel, North Sea, Irish Sea, North Atlantic) on a World map, capital cities of the UK. Learn latitude /longitude, Equator, N and S Heispheres, Tropics of Cancer and Capricorn, Arctic and Antaractic Circle, Grenich Meridian, compass points etc. **Place Knowledge.** Name and locate countries, counties & cities of UK. For each capitol city (London, Edinburgh, Cardiff, Belfast): **Research key **human and physical** Landmarks- Stonehenge, Edinburgh Castle, Welsh Coast, and Giant's Causeway. **Rivers-Thames, Tay, Severn, Bann. **Fieldwork.** Use ordinance survey map to observe, measure, record info re: high ground- Shropshire Hills. Create sketch maps, plan perspectives and graphs to compare and present the Geography of the Shropshire Hills. · Location, · Place and Space, · Physical World, Human Environment Interdependence and Sustainability, · Cultural Understanding, · Scale		Chronology- link to previous learning, where this era fits on the World History timeline and learn about the most significant events during the Roman era. Research the power of the Roman army- why it was so significant. Research-**Invasions** (relate to where in the world the Romans had conquered, and why they chose those places (settlement, trade, agriculture etc), see how wide the Empire Spread), key invasions for Britain, the British resistance-Boudica, Hadrian's wall. When England was conquered. 'Romanisation of Britain'-impact of tech, culture, beliefs, and the l**egacy of their civilisation.** Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy, Achievement	
Mathematics	Number and Place Value **Targets 3, 4 and 6** Number and Place Value **Target 2** Addition and Subtraction **Targets 1, 2 and 3 (addition)** Addition and Subtraction **Targets 1, 2 and 3 (subtraction)** Statistics **Targets 1 and 2** Multiplication and Division **Target 1 (3s)** Multiplication and Division **Target 1 (4s and 8s)**	Number and Place Value **Targets 5 and 7** Addition and Subtraction **Target 4 (addition)** Addition and Subtraction **Target 4 (subtraction)** Shape **Target 1 (2D)** Shape **Target 1 (3D) and Target 2** Number and Place Value **Target 1** Assessments	Multiplication and Division **Targets 2 and 3 (multiplication)** Multiplication and Division **Targets 2 and 3 (division – no remainders)** FDP: Fractions **Targets 1, 2, 3, 4 and 8** Shape **Targets 3, 4 and 5** Measurement **Target 1 (length)** FDP: Fractions **Targets 6 and 7** Measurement **Target 1 (mass)**	Addition and Subtraction **Target 6** Addition and Subtraction **Target 5** Measurement **Target 3** Multiplication and Division **Targets 2 and 3 (m & d - no remainders)** Multiplication and Division **Targets 2 and 3 (division with remainders)** Measurement **Target 1 (volume)**	Shape **Target 6** FDP: Fractions **Target 5** Measurement **Targets 6, 7, 8 and 9** Measurement **Target 2** Measurement **Targets 4 and 5 (not Roman Nums)**	Revision of: Addition and Subtraction Multiplication and Division FDP: Fractions Measurement Statistics Assessment Free Week

Science	Forces	Light	Animals	Rocks	Plants
Art Line Shape Colour Form Value Texture	Outcome: Prehistoric Art Type: Traditional Artist: N/A Historical Sources Skills Focus: Painting and mixed media 1.Exploring Prehistoric Art 2.Charcoal Animals 3.Prehistoric Pallette		Outcome: Make a free standing structure-UK link Type: Abstract Artist: Ruth Asawa Skills Focus: Structure and 3D	Outcome: Botanical drawings Type: Traditional Artist: Charles Darwin Skills Focus: Drawing 1.See Like an Artist 2.Shading 3.Botanical Drawing	Outcome: Ancient Roman Scroll Type: Traditional Artist: N/A Historical Sources Skills Focus: Craft and Design 1.Exploring Ancient Art 2.Designing Scrolls 3.Making Paper

space	4.Painting on the Cave Wall			4.Abstract Flowers	4.Scroll Making 5.Making Zines	
D & T Mechanism Join Structure Material functionality	**Food: Eating seasonally** 1.Where in the world? 2. British seasonal foods. 3. Create a recipe with seasonal vegetables 4. Make tarts following a recipe		**Structures: Constructing a castle** 1.Features of a castle 2. Designing a castle 3. Nets and structures 4. Building a castle and evaluate		**Mechanical system: Pneumatic toys (Roman catapult)** 1.Exploring pneumatics 2.Designing a pneumatic catapult 3. Making a pneumatic system 4. Test and finalise ideas against design criteria	
Computing **Digital Literacy/Online safety** Tek the Modern Cave Boy by Patrick McDonnell	**Digital Literacy** Desktop publishing 1.Words and pics 2.Can you edit? 3.Great template! 4.Add content 5.Lay out 6.Why desktop publishing?	**Digital Literacy** Animation 1.Can a pic move? 2.Frama by frame 3.What's the story? 4.Picture perfect 5.Evaluate 6.Lights, camera, action!	**Information technology** Connecting computers 1.How does a digital device work? 2.What parts make up a digital device? 3.How digital devices help us? 4.How am I connected? 45.How are computers connected? 6.What does our school network look like?	**Information technology** Branching databases 1.Yes or no Qus 2.Making groups 3.Creating a branching database 4.Structuring a branching data base 5.Using a branching database 6.Presenting info	**Computer Science** Sequence in music 1.Intro to Scratch 2.Programming sprites 3.Sequences 4.Ordering commands 5.Looking good 6.Making an instrument	**Computer Science** Events and actions 1.Movign a sprite 2.Maze movement 3.Drawing lines 4.Additng features 5.Debugging movement 6.Making a project
Music	Charanga yr 3 unit 1 'Let your Spirit Fly' – R&B song with opportunities for composition and general musicianship. Recorders can be played to accompany the song (differentiated sheet music). 6 x lessons across term. Cross Curricular: Eurovision – Traditional songs from around Europe (links to History).		Recorder book 1: 'Blown Away' Introducing D Introducing F Recapping correct playing technique and revising notes B A G D E F Cross Curricular: Art – using a piece of Stone Age art as a stimulus for a piece of music.		Charanga yr 3 unit 6 'Reflect, Rewind and Reply' – improvisation and composition. 6 x lessons across the term. Cross Curricular: History – Romans: studying ancient instruments, compose score for a scene from Gladiator. PE – linking movement and music.	
Physical Education	Fundamental movement skills Multi sports Term 1	Dance-space Multi-skills	Gymnastics Functional fitness	Invasion games Fundamental movement skills	Multi skills Multi sports Term 2	Athletics Games
Personal development	Families & Relationships 1. Healthy families 2. Friendship conflict 3. Friendship conflict verse bullying 4. Effective communication 5. Learning who to trust 6.Respecting differences in others 7.Sterotyping gender 8. Stereotyping age	Health and Wellbeing 1. My healthy diary 2. Relaxation 3. Wonderful me 4. My superpower 5. Resilience breaking down barriers 6.Diet and dental health	Safety and the changing body 1.First aid: Emergencies and calling for help 2.First ais: Bites and stings 3. Be kind online 4.Cyberbulling 5.Fake emails 6.Making choices 7.Influences 8: Keeping safe out and about	Citizenship 1.Rights of the child 2.Rights and responsibilities 3.Recyling 4.Local community groups 5.Charirty 6.Local democracy 7.Rules	Economic Wellbeing 1.Ways of paying 2.Budgeting 3. How spensing effects others 4.Impact of spending 5.Jobs and careers 6.Gender and careers	Transition Coping strategies
Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up
RE	Unit 13: Diwali: How and why is the festival celebrated and what does it mean?	Unit 14: Living in Harmony: Stories that show we care.	Unit 15: Leader and Followers		Unit 16: Is life like a journey (Muslim, Hindu and Christian)?	

Substantive Concepts Celebrations /festivals Ethics and moral code Caring Forgiveness Community Peace Sacrifice/suffering						
MFL	A New Start Getting to know you, Numbers, Colours	Calendar and Celebrations Command, colours, numbers Bonfire Night colours Calendar time Christmas starry night	Animals I like and don't like Epiphany celebrations Animals around us	Carnival colours ,playground games Carnival and playground games Easter celebrations	Breakfast, fruit nouns and a hungry giant A hungry giant story	Going on a picnic Where does the gingerbreadman live? Going on a picnic (story)

YEAR 3 CURRICULUM OBJCTIVES:

ENGLISH	**Reading – Word Reading** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading - Comprehension** • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. **Writing – Transcription**

	• use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **Handwriting** • 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Writing Comprehension** • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **Writing – vocabulary, grammar and punctuation** • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
MATHEMATICS	**Number - number and place value** • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas **Number - addition and subtraction**

- add and subtract numbers mentally, including:
- a three-digit number and 1s
- a three-digit number and 10s
- a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Number - multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Number - fractions:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Measurement

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
measure the perimeter of simple 2-D shapes
add and subtract amounts of money to give change, using both £ and p in practical contexts
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example, to calculate the time taken by particular events or tasks]

Geometry - properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Statistics

- Pupils should be taught to:
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

SCIENCE	**Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **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 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 the light from a light source is blocked by an opaque object 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. **Working scientifically** ***** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting 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 identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety** swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

GEOGRAPHY	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** 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 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 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) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and 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.
HISTORY	**changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture **the Roman Empire and its impact on Britain** Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice

	Edward the Confessor and his death in 1066 **a local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** **Ancient Greece – a study of Greek life and achievements and their influence on the western world** **a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**
DESIGN AND TECHNOLOGY	**Design** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** 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 understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Nutrition** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
ART	produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques 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. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
MUSIC	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations

	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
PSHE	**Developing confidence and responsibility and making the most of their abilities** a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. **Preparing to play an active role as citizens** a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. **Developing a healthy, safer lifestyle** a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. **Developing good relationships and respecting the differences between people** a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)
MFL	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the 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 using 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 (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Computing	design, write and debug programs 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 some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.