

Science**Spoken Language**

Developing their scientific vocabulary
 Articulating scientific concepts clearly and precisely
 Making their thinking clear, both to themselves and others
 Build secure foundations by using discussion to probe and remedy their misconceptions

Ongoing- 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

Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them
 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
 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
 Identifying differences, similarities or changes related to simple scientific ideas and processes

Music

Play and perform in solo and ensemble contexts, using their voices

Computing**Online Safety**

ES9 Identify the dangers of clicking links they receive when using technology.
 Follow the school's safer internet rules

Computer Science

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
 CS11 Create, refine and debug a series of commands (algorithm) for virtual programmable devices.
 CS12 Understand and identify simple input and outputs
 CS13 Create simple algorithms combining input and outputs
 CS14 Use repetition in programs to write the code using the least number of lines and improving efficiency

MFL Language - French**Listen attentively to spoken language and show understanding by joining in and responding**

Reading skills – Basic alphabet – sounds

Introductions – Name, number, place, age.

Writing – alphabet joins, beginning, middle and end, colours and animals

Art and Design / Design and Technology**Art and Design**

Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Activity:

Olympic medals
 Opening ceremony silhouette
 Origami Olympic rings
 Salt dough athletes

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

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

Activity:

Design, make and evaluate an Olympic mascot

Religious Education**Beginnings**

CYCLE OF LIFE

IDENTITY

REMEMBERING

Deep Question:

Does everyone have religious beliefs?
 Respond to others' identity and experiences
 Respond to questions about meaning and purpose
 Recognise that values, attitudes and commitments are often rooted in religious teachings and authority

English**Reading/ Comprehension****Develop positive attitudes to reading and understanding of what they read:**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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****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)
- 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****Spelling**

NC- Use further prefixes and suffixes and understand how to add them

NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Adding the prefixes dis - and in-

Adding im- to root words beginning with m or p

Adding the suffix -ous, -ly, -ture

Handwriting

Year 3 - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Year 2 - Form lower-case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters

Grammar and punctuation

Word Types – Nouns, Adjectives, Articles, Verbs, Adverbs

Clauses and Phrases – Clauses, Phrases, Noun Phrases, Mixed Sentence Practice

Speaking and listening**Speak audibly and fluently with an increasing command of Standard English****Use relevant strategies to build their vocabulary**

Listening to and discussing a wide range of fiction and identifying themes

Discussion - develop, agree on, and evaluate rules for effective discussion

Discussing words and phrases that capture the reader's interest and imagination

Retelling stories orally

Composing and rehearsing sentences orally

Opportunities to discuss language including vocabulary

Discussing writing in order to learn from its structure, grammar and vocabulary

Reading aloud their own writing using appropriate intonation so that the meaning is clear

Understanding and explaining the meaning of words in context

History and Geography**History****Children to study the Scandinavian history**

Which countries does the Scandinavian region cover?

Skills:

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources

Geography**Geography Knowledge and skills:****Locational knowledge**

Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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.

Physical education**Athletics and Netball Invasion Games**

Develop flexibility, strength, technique, control and balance for example, through athletics
 Use running, jumping, throwing and catching in isolation and in combination

Intra-house - New Age Curling**Mathematics****Numbers to 10 000**

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Counting, Place Value, Comparing, Ordering and Pattern

Identify, represent and estimate numbers using different representations
 Read and write numbers up to 1000 in numerals and in words

Compare and order numbers up to 1000

Solve number problems and practical problems involving these ideas

Addition of numbers within 10 000

Add and subtract numbers mentally, including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

Word Problems for Addition

Add numbers with up to three digits, using formal written methods of columnar addition

Subtraction of numbers within 10 000

Estimate the answer to a calculation and use inverse operations to check answers

Subtraction- Regrouping in H,T and O and numbers with 0

Subtract numbers with up to three digits, using formal written methods of columnar subtraction

Solving word problems 1: Addition and subtraction

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

Year 3 - Count from 0 in multiples of 3, 4, 8, 50 and 100

Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

PSHCE - Wellbeing**Spiritual**

How would it feel to start a new school?

Who gives you inspiration?

Moral

How would you ensure your mental and physical wellbeing?

Social – SEAL - Wellbeing

Relating to the strategies to keep ourselves positive and happy in school.

Cultural

How do different countries share their national identities through participation in The Olympic Games?

Celebrating Strengths

Love Of Learning

Creativity

Leadership

Enthusiasm

Inspirational People: Nobel Prize Winners

Malala Yousafzai and Barack Obama

British Values**Democracy**

Healthy eating is crucial. How can we effectively work as a team in promoting healthy eating in school?

Rule Of Law

Rules are important in every country. Should we have the same rules for every country in the world?

Individual Liberty

Are living in different climates seen as a disadvantage for some countries?

Mutual Respect

Why is it important that every child has a right to education?

Tolerance of Different Faiths and Beliefs

Should people be forced to eat healthy food even though their faith disagrees with it?