

YEAR 3

	AUTUMN			SPRING		SUMMER		
Theme	Stone Age to Iron Age (7 weeks)	Animals including humans (4 weeks)	What is Christmas like in..? (2 weeks)	What makes the earth angry? – volcanos and earthquakes, rocks (9 weeks)	Forces and Magnets (3 weeks)	Light (3 weeks)	Romans (6 weeks)	Plants (4 weeks)
Science	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. 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.		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. 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.		
	Working scientifically - 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.							

History	Stone Age to Iron Age NC: Changes in Britain from the Stone Age to the Iron Age Stone Age - Palaeolithic c. 800,000 BC – 10,000 BC - Mesolithic c. 11,000 BC to 5,500 BC - Neolithic c 4,300 to 2000 BC Bronze Age c 2,200 BC to 750 BC Iron Age c 750 BC to 43 AD Continuity and Change: What changes happened in Britain between the Stone Age, Bronze Age and Iron Age? -Chronology - Understand BC and AD and the chronology of Prehistory -Identify main features of Stone, Bronze and Iron Age -Understand how we know about these periods of history – examine evidence and link to local area (Twigmoor Woods) -Compare tools / weapons from the Stone Age, Bronze Age and Iron Age – How did the improvements impact on the lives of people from Prehistory? -Skara Brae - What does the evidence tell us? -Compare homes / settlements of Stone Age, Bronze Age and Iron Age – Why were changes made and needed? -Why was Stonehenge built? Why is it significant? -Assessment - Double page spread showing progression of tools / weapons, farming and homes / settlements from Stone Age to Iron Age VOCABULARY chronology, chronological, duration, BC - BCE, AD - CE, concurrence archaeologist, evidence, nomadic, hunter-gatherer, forage, settlement, flint, sickle, technology, bronze, henge, iron, tribe, hillfort		Romans NC: The Roman Empire and its impact on Britain 55BC – 410AD 55BC – 1st invasion 54BC – 2nd invasion 43AD – 3rd invasion (successful) Cause and Consequence: What was the Roman impact on Britain? -Chronology - Understand where and when the Roman Empire fits within history -Chronology - Identify key events that occurred within the Roman Empire and place on a timeline (e.g. start of empire, 3 invasions of Britain, building of Hadrian's Wall, etc) -Know why the Roman Army was so successful in building up the Roman Empire -Know why Hadrian's wall was built and the impact on the Picts -Understand the relationship between Boudicca and the Romans and compare to Cartimandua's experience with the Romans -Local history – Know why Lincoln was an important city to the Romans -Know the impact the Roman Empire had on Britain today - roads – local links to Lincoln and Ermine Street - Roman Baths, hygiene, aqueducts, hypocaust system, sewers VOCABULARY chronology, chronological, duration, BC - BCE, AD - CE, concurrence Empire, emperor, invasion, conquer, centurion, revolt, tribe, Celtic, resistance, rebellion, baths, hygiene, aqueducts, hypocaust system, sewer
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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **use a timeline within a specific time in history to set out the order things may have happened**
- use mathematical knowledge to work out how long ago events would have happened
- **describe events from the past using dates when things happened**
- note connections, contrasts and trends over time

Interpreting the Past

- **suggest why certain people acted as they did in history**
- help pupils understand both the long arc of development and the complexity of specific aspects of the content
- **suggest why certain events happened as they did in history**

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- use various sources of evidence to answer questions
- use various sources to piece together information about a period in history
- begin to use more than one source of information to bring together a conclusion about an historical event

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations

Geography	Stone Age to Iron Age - 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 <i>(- explain why a place is like it is)</i> <i>(- name the two largest seas around Europe)</i> <i>(- plan a journey to a place in England)</i> <i>(- explain how a locality has changed over time with reference to physical features)</i> What is Christmas like in ...? - 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>(- work out how long it would take to get to a given destination taking account of the mode of transport)</i> <i>(- name and locate the capital cities of neighbouring European countries)</i> <i>(- be aware of different weather in different parts of the world, especially Europe)</i>	What makes the Earth angry? - 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 - physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>(- use correct geographical words to describe a place and the events that happen there)</i> <i>(- accurately plot NSEW on a map)</i> <i>(- make accurate measurement of distances within 100km)</i> <i>(- use maps and atlases appropriately by using contents and indexes)</i> <i>(- describe how volcanoes are created)</i> <i>(- describe how earthquakes are created)</i> <i>(- describe how volcanoes have an impact on people's lives)</i> <i>(- name a number of countries in the Northern Hemisphere)</i> <i>(- locate and name some of the world's most famous volcanoes)</i> <i>(- name and locate some well-known European countries)</i> <i>(- name the two largest seas around Europe)</i>	
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Computing	Computer Science; Digital Literacy – Stop-frame animation <i>Use a tablet to create a stop-frame animation, including music and text.</i> - explain that animation is a sequence of drawings or photographs - relate animated movement with a sequence of images - plan an animation - identify the need to work consistently and carefully using 'onion skinning' - review and improve an animation - evaluate the impact of adding other media to an animation	Computer Science – Sequencing sounds <i>To learn about sequencing in music through the Scratch programming environment. This builds on children's prior use of Scratch Jr.</i> - explore a new programming environment, comparing it to a previously used programming environment - identify that commands have an outcome - explain that a program has a start and identify different events that can start a program - recognise that a sequence of commands can have an order - change the appearance of my project - create a project from a task description	Computer Science – Events and actions <i>Develop understanding of sequencing and the links between events and actions.</i> - explain how a sprite moves in an existing project - create a program to move a sprite in four directions - adapt a program to a new contextTo develop my program by adding features such as the pen tool - identify and fix bugs in a program - design and create a maze-based challenge
	Key vocabulary: animation, frame, onion skin, storyboard, sequence, decomposition	Key vocabulary: sequencing, motion, control, event, blocks, attributes, sprites, backdrops	Key vocabulary: algorithm, command, sequence, sprite, start, event, action, bug, debug
	Digital Literacy – Desktop publishing- When text and graphics come together <i>Evaluate how publishers of a variety of media use text and graphics to complement each other. Consider how this changes depending on the audience and purpose. Use the principles identified to design and create various media.</i> - recognise how text and images convey information - recognise that text and layout can be edited - choose appropriate page settings (size, shape and orientation) - add content to a desktop publishing publication and alter what I have added - consider how different layouts can suit different purposes - consider the benefits of desktop publishing	Digital Literacy; Systems and Networks – Connecting computers <i>Recognise inputs and outputs, compare digital and non-digital devices and understand what a computer network is. Recognise the devices that make up a network's infrastructure.</i> - explain how digital devices function, focussing on inputs and outputs - identify input and output devices - recognise how digital devices can change the way we work - explain how a computer network can be used to share information, including how messages are passed through multiple connections - explore how digital devices can be connected to create a network - recognise the physical components of a network	Digital Literacy – Branching databases (Data Handling) <i>Develop an understanding of branching databases and the use of yes/no questions. Build on their understanding of attributes and how to use these to sort objects.</i> - create questions with yes/no answers about the attributes of sets of objects - identify the object attributes needed to collect relevant data - create a branching database - explain why it is helpful for a database to be well structured - identify objects using a branching database - compare the information shown in a pictogram with a branching database
	Key vocabulary: text, images, font, bold, italic, underline, templates, orientation, placeholders, desktop publishing	Key vocabulary: input, process, output, network, switch, server, wireless access point, wireless	Key vocabulary: branching database, attribute, data, group, pictogram
	Online Safety I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. *I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. *I can explain how to search for information about others online. I can explain who someone can ask if they are unsure about putting something online. I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. I can demonstrate how to use key phrases in search engines to gather accurate information online. *I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.		

Music	Listen and Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.	1. Find and internalise the pulse on your own or with support but more confidently. 2. Demonstrate how you find/feel the pulse, with ease. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythm/ copy one or two note pitches confidently and create your own rhythm when asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and project the meaning of the song. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. 5. Follow a leader/conductor.	1. Continue to play a classroom instrument as part of a group /ensemble and as part of the song you are learning. Play with more knowledge and confidence. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Continue to respond to basic musical cues from the leader /conductor. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.	1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.	1. Continue to work together as part of an ensemble /band. Follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	Sketchbooks
		Pencils, charcoals, wax, crayons, pastels, chalk, pens	Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)	Rubbings, relief, monoprints, wood, objects (hard and soft)	Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique	Materials, papers, objects, textures, colours	Computers, tablets, photography, art packages	
	- compare the work of different artists - explore work from other cultures - explore work from other periods of time - understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work	- show facial expressions in their drawings - use their sketches to produce a final piece of work - write an explanation of their sketch in notes - use different grades of pencil shade, to show different tones and texture	- predict with accuracy the colours that they mix - know where each of the primary and secondary colours sits on the colour wheel - create a background using a wash - use a range of brushes to create different effects	- make a printing block - make a 2 colour print	- add onto their work to create texture and shape - work with life size materials - use more than one type of stitch - join fabric together to form a quilt using padding - use sewing to add detail to a piece of work - add texture to a piece of work	- cut very accurately - overlap and layer materials - experiment using different colours - use mosaic - use montage	- use the printed images they take with a digital camera and combine them with other media to produce art work - use IT programs to create a piece of work that includes their own work and that of others (using web)	- use their sketch books to express feelings about a subject and to describe likes and dislikes - make notes in their sketch books about techniques used by artists - suggest improvements to their work by keeping notes in their sketch books
Vocab	Architect Viewpoint Express Gallery	Shade Tone Texture Hatching Cross hatching Stippling	Colour wheel Background Wash Acrylics Effects Hue	Relief	Stitch Quilt Batik	Mosaic Montage	Image Media Collection	Medium Design

DT	Stone Age to Iron Age	Polar Opposites - Forces and Magnets		Romans
	Construction Shelters	Construction Magnetic game		Cooking & Nutrition Roman meal (coleslaw)
	DESIGN □ MAKE □ EVALUATE - investigate similar products to the one to be made to give starting points for a design - draw/sketch products to help analyse how they are made - generate ideas for an item, identify a purpose and establish criteria for a successful product - think ahead about the order of their work and decide upon tools and materials - plan a sequence of actions to make a product, record the plan by drawing (labelled sketches) or writing - use equipment and tools accurately - explain what they changed which made their design even better - identify the strengths and weaknesses of their design ideas, considering and explain how the finished product could be improved - discuss how well the finished product meets the design criteria and how well it meets the needs of the user			
	- make structures more stable by giving them a wide base - cut slots - cut internal shapes - use lolly sticks/card to make levers and linkages	- make construction stable by strengthening materials - cut internal shapes - join materials - work accurately to make cuts and holes - use CAD (TinkerCAD) to create a simple 3D part (print and test a sample piece on 3D printer)		- begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading- join and combine a range of ingredients - understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
Voc	Construction		Cooking & Nutrition	
	shape, net, prism, vertex, edge, face, length, width, breadth, tabs, joining, material, reduce, reuse, recycle, font, lettering, text, slider, lever, pivot, bridge/guide, mechanism, linkage, slot, bridge, guide system		varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name, products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested	

RE	Stone Age to Iron Age		What makes the Earth angry?	Romans
	God – Hinduism	God – Islam	God – Christianity	Big question – What is a Good life?
	<i>Believing</i>	<i>Believing</i>	<i>Believing</i>	<i>Believing, Living, Thinking</i>
	How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?	What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?	Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody.
	<i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</i>	<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i>	<i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i>
Vocab	Hinduism Santana Dharma Brahman (ultimate reality, life force) Trimurti Brahma-creator Vishnu- preserver Shiva- destroyer Atman (the soul) Samsara (cycle of life) Moksha (breaking free from cycle of life) Dharma (duty) Karma (actions)	Muslim (literally 'in submission to the will of Allah') Abd- servant Khalifa- regent Salat- prayer Sawm- fasting Hajj- pilgrimage to Makkah Masjid (mosque) Minbar	Trinity (one God- Father, Son and Holy Spirit) Holy Communion- shared meal modelled on the Last Supper Eucharist (another name for holy communion) Hymns- songs used in worship	Good (thinking about the different meanings of this word) Hadith- teaching, sayings advice given by the Prophet Muhammad Humanism

PSHE	<u>Bullying</u> - Cyber bullying. - Celebrating difference. - Recognise when you or someone else is being bullied and how to stop it. <u>Exploitation / Prevent</u> - Identify different types of exploitation. - Know where to get help (Helpline numbers).	<u>Relationships and Sex Education</u> - Recognising each others strengths & weaknesses. - How friendships change as we get older. <u>RSE objectives covered by 'Big Talk'</u> -Know how their body changes and why. -Know what makes them feel good/bad and recognise how others are feeling. -Understanding what to do in different scenarios. Know what is appropriate and what is inappropriate. -Know their trusted adults. <u>Feelings and Emotions</u> - Understand the emotions shy, frustrated & relaxed - Look at ways to manage emotions and explore ways to deal with negative emotions (emotional resilience).	<u>Drugs, Alcohol and Tobacco</u> - Know the difference between a medicine and a drug (safe and unsafe) - Know how to store drugs/medicines and the importance of following the instructions on the label. - Understand that some medicines, and household substances, can be harmful. <u>Healthy Lifestyles</u> - Recognise how they have changed since starting school. - What does the media say I should be?
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PE	Dance -To create actions in response to a stimulus and move in unison and contact with a partner. -To select and link appropriate actions and dynamics to show our dance idea. -To remember, repeat and create actions to represent an idea. -To share ideas of actions and dynamics to create a dance that shows a location. -To use choreographing ideas to develop our dance. -To use straight pathways and clear changes in direction in a line dance. -To use formations, canon and unison to make our line dance look interesting. -To structure a dance to represent a theme.	Gymnastics -To be able to create interesting point and patch balances. -To develop stepping into shape jumps with control. -To develop the straight, barrel, and forward roll. -To be able to transition smoothly into and out of balances. -To create a sequence with matching and contrasting actions and shapes. -To create a partner sequence incorporating equipment.	Fitness Y3/4 -To develop an awareness of what your body is capable of. -To develop speed and strength. -To complete actions to develop co-ordination. -To complete actions to develop agility. -To complete actions to develop balance. -To complete actions to develop stamina.	Yoga Y3/4 -To develop an awareness of what your body is capable of. -To explore new yoga poses and begin to connect them. -To explore gratitude when remembering and repeating a yoga flow. -To develop flexibility and strength in a positive summer flow. -To develop flexibility in an individual yoga flow. -To develop confidence and strength in arm balances.	Athletics -To develop the sprinting technique and improve on your personal best. -To develop changeover in relay events. -To develop jumping technique in a range of approaches and take off positions. -To develop throwing for distance and accuracy. -To develop throwing for distance in a pull throw. -To develop officiating and performing skills.	Football Y3/4 -To develop controlling the ball and dribbling under pressure. -To develop passing to a teammate. -To be able to control the ball with different parts of the body. -To develop changing direction with the ball using an inside and outside hook. -To jockey / track an opponent. -To be able to apply the rules and tactics you have learnt to play in a football tournament.
	Fundamentals Y3/4 -To develop balancing and understand the importance of this skill. -To understand how to change speed and be able to demonstrate good technique when running at different speeds. -To demonstrate a change of speed and direction to outwit others. -To develop technique and control when jumping, hopping and landing. -To develop skipping in a rope. -To apply fundamental skills to a variety of challenges.	Ball Skills Y3/4 -To develop confidence and accuracy when tracking a ball. -To develop confidence and accuracy when tracking a ball. -To explore and develop a variety of throwing techniques. -To develop catching skills using one and two hands. -To develop dribbling a ball with hands. -To use tracking, sending and dribbling skills with feet.	Hockey Y3/4 -To develop sending the ball with a push pass. -To develop receiving the ball. -To develop dribbling using the reverse stick (Indian dribble). -To develop moving into space after passing the ball. -To use an open stick tackle to gain possession. -To apply defending and attacking principles and skills in a hockey tournament.	Dodgeball Y3/4 -To apply rules to a game situation. -To develop throwing at a moving target. -To use jumps, dodges and ducks to avoid being hit. -To develop catching a dodgeball at different heights. -To learn how to block using the ball. -To understand the rules of dodgeball and use them to play in a tournament.	Cricket Y3/4 -To develop overarm throwing and catching. -To develop underarm bowling. -To learn how to grip the bat and develop batting technique. -To be able to field a ball using a two handed pick up and a short barrier. -To develop overarm bowling technique. -To play apply skills learnt to mini cricket.	Golf Y3/4 -To explore hitting technique and aiming towards a target. -To explore shot accuracy. -To explore the technique for putting. -To explore the technique for chipping. -To explore the techniques used for a short game. -To explore the technique for a long game.

LANGUAGE	Core Unit 1	Core Unit 2	Core Unit 3
	- recognise some basic French greetings - recognise basic family vocabulary - be able to greet each other confidently, and introduce themselves and their family - recognise the numbers 1-10 - understand the numbers 1-10 and use them to say how old they are - respond to some simple classroom instructions - understand and respond to some simple questions and instructions - recognise some words in their written form and pronounce them accurately	- recognise the days of the week - understand and name a variety of colours - understand numbers up to 20, including out of sequence - respond to questions about likes and dislikes with a single word - express simple likes and dislikes using the first person - recognise negative responses to a question when given a visual prompt - recognise a negative sentence when they hear it	- sing along and do the actions to a French song - recognise most of the French body parts when they're spoken - read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately - respond to a simple question by saying what month their birthday is in - understand the difference between singular and plural - recognise plural nouns when listening to or reading vocabulary