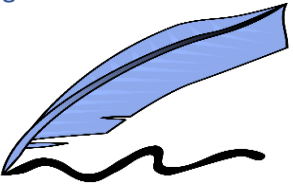


Curriculum Map – Year Three	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Stone Age to Iron Age		Romans		Forests	
Writing 	Stone Age Boy – Narrative Autumn is Here - Poetry	Skara Brae – Non-Fiction, Holiday Brochure Christmas Desert – Non-fiction, Social Media Post	The Magic Paintbrush – Narrative The True story of the Three Little Pigs - Narrative	I Asked a Boy Who Couldn't See - Narrative Colour Collector- non-fiction	Theseus and the Minotaur – Narrative Earthquake – Non-Chronological Report	How a Robot Dog Works – Non-Fiction, Explanation The Gardener – Non-Fiction, letter
Curriculum Text: 	<u>Text:</u> Stone Age Boy Autumn is Here Skara Brae (Prehistoric Britain)		<u>Text:</u> The Magic Paintbrush The True Story of the Three Little Pigs I Asked a Boy Who Couldn't See Colour Collector		<u>Text:</u> Theseus and the Minotaur Retold Earth-Shattering Events How a Robot Dog Works The Gardener	


Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Number sense and exploring calculation strategies			Place value		Graphs	Addition and subtraction			Length and perimeter	
	<ul style="list-style-type: none"> • Read, write, order and compare numbers to 100 • Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference • Derive new facts from a known fact 			<ul style="list-style-type: none"> • Read, write, represent, partition, order and compare 3-digit numbers • Find 10 and 100 more or less • Round to the nearest multiple of 10 and 100 		<ul style="list-style-type: none"> • Collect, interpret and present data using charts and tables 	<ul style="list-style-type: none"> • Develop and use a range of mental calculation strategies • Illustrate and explain formal written methods – column method 			<ul style="list-style-type: none"> • Measure, draw and compare lengths • Add and subtract lengths • Calculate perimeter 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Multiplication and division		Calculating with multiplication and division			Time		Fractions		
	<ul style="list-style-type: none"> • Understanding multiplicative relationships: commutativity and inverse • Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 		<ul style="list-style-type: none"> • Multiply and divide by 10 • Multiply a 2-digit number by a 1-digit number • Divide 2-digit by a 1-digit • Correspondence problems 			<ul style="list-style-type: none"> • Tell, record, write and order the time analogue and digital • 12-hour, a.m., p.m. • Measure, calculate and compare durations 		<ul style="list-style-type: none"> • Part-whole relationships • Fractions as part of a whole or a whole set and as a number • Add, subtract, compare and order fractions 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Summer	Angles and shape				Measures		Applying multiplicative thinking	Exploring calculation strategies and place value	
	<ul style="list-style-type: none"> • Identify angles including right angles and recognise as a quarter of a turn • Identify and draw parallel and perpendicular lines • Draw/make, classify and compare 2-D and 3-D shapes • Measure the perimeter 				<ul style="list-style-type: none"> • Read scales with different intervals when measuring mass and volume • Weigh and compare masses and capacities with mixed units • Estimate mass and capacity 		<ul style="list-style-type: none"> • Representing multiplication and division problems • Solve a one-step problem 	<ul style="list-style-type: none"> • Add and subtract mentally • Find 10, 100 and 1000 more or less • Order and compare beyond 1000 • Round numbers 	

<p>Science</p> 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • 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 explore different kinds of rocks and soils, including those in the local environment. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • be introduced to the relationship between structure and function: the idea that every part has a job to do. • explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction • 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.

		<ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • observe that magnetic forces can act without direct contact, explore the behaviour and everyday uses of different magnets 			
Art & Design	<u>Painting and Mixed Media</u> Prehistoric Painting Generating ideas: <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and 	<u>Sculpture and 3D</u> Abstract Shape and Space Generating ideas: <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Making skills: <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. 	<u>Drawing</u> Growing Artists Generating ideas: <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, 		



annotations, planning and taking next steps in a making process.

Making skills:

- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Confidently use a range of materials and tools, selecting and using these appropriately with more independence.

Knowledge of artists:

- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
- Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.

Evaluating and analysing:

- Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.

- Use hands and tools confidently to cut, shape and join materials for a purpose.

Knowledge of artists:

- Consider how to display artwork, understanding how artists consider their viewers and the impact on them.

Evaluating and analysing:

- Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
- Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.

planning and taking next steps in a making process.

Making skills:


- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
- Use hands and tools confidently to cut, shape and join materials for a purpose.
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

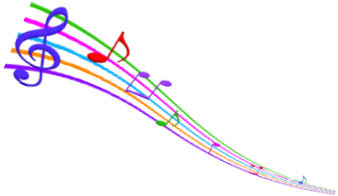
Knowledge of artists:


- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.


Evaluating and analysing:


- Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

	<ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 		
<p>Design Technology</p> 	<p><u>Cooking and Nutrition</u> Eating Seasonally</p> <ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe. • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 	<p><u>Electrical Systems</u></p> <p>Torches</p> <ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria. • Evaluating electrical products. • Testing and evaluating the success of a final product. <p><u>Digital World</u> Electronic Charm</p> <ul style="list-style-type: none"> • Problem solving by suggesting potential features on a Micro:bit and justifying my ideas. • Developing design ideas for a technology pouch. 	<p><u>Structures</u></p> <p>Constructing a castle</p> <ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes. • Designing and/or decorating a castle tower on CAD software. • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.

		<ul style="list-style-type: none"> • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. • Using a template when cutting and assembling the pouch. • Following a list of design requirements. • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. • Applying functional features such as using foam to create soft buttons. • Analysing and evaluating an existing product. • Identifying the key features of a pouch. 				
<p>Music</p> 	<p>Musical Spotlight: Writing Music Down</p> <p>Social Question: How Does Music Bring Us Closer Together?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (100 bpm) • Time signature: 2/4 	<p>Musical Spotlight: Playing in a Band</p> <p>Social Question: What Stories Does Music Tell Us About the Past?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (104 bpm) 	<p>Musical Spotlight: More Musical Styles</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 4/4 • Time signature: 4/4 — there are four crotchet beats in a bar • Key signature: G major 	<p>Musical Spotlight: More Musical Styles</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 4/4 	<p>Musical Spotlight: Enjoying Improvisation</p> <p>Social Question: How Does Music Make a Difference to Us Every Day?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (104 bpm) • Time signature: 2/4 • Time signature: 3/4 — there are 	<p>Musical Spotlight: Opening Night</p> <p>Social Question: How Does Music Connect Us with Our Planet?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 2/4 • Time signature: 2/4 — there are

	<ul style="list-style-type: none"> •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: C major Key signature: G major — there is one sharp in the key signature (#) •Notes: C, D, E, G, A <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<ul style="list-style-type: none"> •Time signature: 2/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: C major •Key signature: C major — there are no sharps or flats in the key signature •Notes: C, D, E, G, A <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<ul style="list-style-type: none"> •Key signature: A minor — there are no sharps or flats in the key signature •Notes: G, A, B, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<ul style="list-style-type: none"> •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: G major •Key signature: A minor — there are no sharps or flats in the key signature •Notes: G, A, B, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>three crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: F major •Key signature: C major — there are no sharps or flats in the key signature •Notes: F, G, A, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>two crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: F major •Key signature: F major — there is one flat in the key signature (b) •Notes: F, G, A, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>
<p>History</p> 	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts • use dates related to the passing of time • find out about everyday lives of people in time studied • compare with our life today – make comparisons 	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use and compare a range of sources to find out about a period • observe small details – artefacts, pictures • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • understand representations of the period studied 				

	<p><u>Knowledge: Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • time periods including Stone Age, Bronze Age, Iron Age • hunter-gatherers and early farmers – Skara Brae • technology, travel, art and culture • Hill forts and settlements • Amesbury Archer 	<p><u>Knowledge: The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • The invasion of Julius Caesar • The Roman empire and it's army • British resistance – Boudica • Romanisation of Britain – art, dress, language, engineering and the roman legacy 	
<p>Geography</p> 	<p><u>Where does our food come from?</u></p> <ul style="list-style-type: none"> • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. 		<p><u>Why is the rainforest important to us?</u></p> <ul style="list-style-type: none"> • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on

	<ul style="list-style-type: none"> • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected. 		<p>the Amazon and an action that can be taken to help.</p> <ul style="list-style-type: none"> • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area. 			
<p>Computing</p> 	<p><u>Computing systems and networks – Connecting computers</u></p> <ul style="list-style-type: none"> • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way we work • To explain how a computer network can be used to 	<p><u>Creating media – Animation</u></p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully 	<p><u>Programming A – Sequence in music</u></p> <ul style="list-style-type: none"> • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description 	<p><u>Data and information – Branching databases</u></p> <ul style="list-style-type: none"> • To create questions with yes/no answers • To identify the object attributes needed to collect relevant data • To create a branching database • To explain why it is helpful for a database to 	<p><u>Creating media – Desktop publishing</u></p> <ul style="list-style-type: none"> • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication • To consider how different layouts can 	<p><u>Programming B – Events and actions</u></p> <ul style="list-style-type: none"> • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge

	<p>share information</p> <ul style="list-style-type: none">• To explore how digital devices can be connected• To recognise the physical components of a network	<ul style="list-style-type: none">• To review and improve an animation• To evaluate the impact of adding other media to an animation		<p>be well structured</p> <ul style="list-style-type: none">• To identify objects using a branching database• To compare the information shown in a pictogram with a branching database	<p>suit different purposes</p> <ul style="list-style-type: none">• To consider the benefits of desktop publishing	
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RE



What do different people believe about God?

- Identify beliefs about God that are held by Christians, Hindus and Muslims
- Retell and suggest the meanings of stories from sacred texts about people who encountered God
- Identify how and say why it makes a difference in people's lives to believe in God
- Identify some similarities and differences between ideas about what God is like in different religions
Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts

Why is the Bible so important for Christians today?

- Recall and name some Bible stories that inspire Christians
- Identify at least two ways Christians use the Bible in everyday life
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation
- Give examples of how and suggest reasons why Christians use the Bible today
Discuss their own and others' ideas about why humans do bad things and how people try to put things right

Strand: What does it mean to be a Christian in Britain today?

- Identify and name examples of what Christians have and do in their families and at church to show their faith
- Ask good questions about what Christians do to show their faith
- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings
- Suggest at least two reasons why being a

Strand: Why do people pray?

- Describe what some believers say and do when they pray
- Respond thoughtfully to examples of how praying helps religious believers
- Make connections between what people believe about prayer and what they do when they pray
Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray

Strand: Why are festivals important to religious communities?

- Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)
- Make connections between stories, symbols and beliefs with what happens in at least two festivals
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)
- Identify similarities and differences in the way festivals are celebrated within and between religions
- Explore and suggest ideas about what is worth celebrating and remembering in religious

			<p>Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <ul style="list-style-type: none"> • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences</p>		<p>communities and in their own lives</p>
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • what makes a family • features of family life 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • the value of rules and laws • rights, freedoms and responsibilities 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • health choices and habits • what affects feelings • expressing feelings 		

	<p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • personal boundaries • safely responding to others • the impact of hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • recognising respectful behaviour • the importance of self-respect • courtesy and being polite 		<p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how the internet is used • assessing information online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • different jobs and skills • job stereotypes <p>setting personal goals</p>		<p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • personal strengths and achievements • managing and reframing setbacks <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • risks and hazards <p>safety in the local environment and unfamiliar places</p>	
<p>BV</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of Others</p>	<p>Democracy</p>
<p>French</p> 	<p><u>Unit Knowledge:</u> <u>Bonjour</u></p> <ul style="list-style-type: none"> • To greet and say goodbye to someone • To ask someone's name & say your own • To ask how someone is & respond to same question 	<p><u>Unit Knowledge:</u> <u>En classe</u></p> <ul style="list-style-type: none"> • To identify classroom objects • To identify colours & describe an object's colour • To say your age • To recognise & repeat classroom instructions 	<p><u>Unit Knowledge:</u> <u>Mon corps</u></p> <ul style="list-style-type: none"> • To identify parts of the body • To describe eyes and hair appearance • To recognise days of the week <p>To give basic character descriptions</p>	<p><u>Unit Knowledge:</u> <u>Les animaux</u></p> <ul style="list-style-type: none"> • To identify animals and pets • To recognise & use numbers 11-20 • To give someone's name <p>To describe someone</p>	<p><u>Unit Knowledge:</u> <u>Ma Famille</u></p> <ul style="list-style-type: none"> • To identify family members • To recognise & spell with letters of the alphabet • To list household items • To use basic prepositions <i>sur</i> 	<p><u>Unit Knowledge:</u> <u>Bon Anniversaire!</u></p> <ul style="list-style-type: none"> • To recognise & ask for snacks • To give basic opinions about food • To use numbers 21-31 • To recognise and use the months • To form dates

	<ul style="list-style-type: none"> To learn some basic nouns To count numbers 1-10 				& dans to describe position	
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings <p><u>Ball Skills – Netball</u></p> <ul style="list-style-type: none"> Make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest 	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> Tap the shuttlecock off racquet (tapping it up off the racket). Tap the shuttlecock into a target area. Stand in a ready position holding a racquet correctly (up in line with net). Begin to practise an overhead clear and lift shot. Begin to attempt to serve the shuttlecock straight from hands. <p><u>Invasion Games – Rugby</u></p>	<p><u>Competitive Games</u></p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> Use a chest pass and shoulder pass to support team in scoring Make decisions regarding which is the best pass to us Use both hands where needed to dribble around a defender <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Be able to link travelling 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. <p><u>OAA</u></p> <ul style="list-style-type: none"> Plan and orientate around obstacles for example PE apparatus /tables/chairs Begin to work cooperatively with others to solve challenges. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. <p><u>Rounders</u></p> <ul style="list-style-type: none"> Be able to play simple rounders games Apply some rules to games.





- pass and shoulder pass.
- Show a target to indicate where I'd like to pass to.
- Know where space is and try to move into it.
- Understand the need to get away from an opponent.
- Mark another player and defend when needed.

- Move holding a rugby ball
- Know where to score a try and how to position the ball to score a try
- Move into spaces to avoid defenders
- Make a backward pass to team mates, using the direction most comfortable
- Know to tag team mates when to defend

Invasion Games - Football

- Begin to dribble a ball making small touches
- Begin to send a football to someone on team.
- Keep a ball under control.

- movements with balancing on the floor as well as on apparatus.
- Pupils work with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow

Cricket

- Throw and catch under pressure.
 - Use fielding skills to stop the ball effectively.
 - Learn batting control.
 - Learn the role of backstop.
 - Play in a tournament and work as team, using tactics in order to beat another team.
 - Play in a tournament and work as team, using tactics in order to beat another team
- Develop and use simple rounders skills using different size bats, batting tees, and different size balls.

		<ul style="list-style-type: none">• Know where space is and try to move into it.• Mark another player and defend when needed.				
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