



Grosvenor Road Primary School



Year 3
Curriculum

Be the best you can be

Introduction

At Grosvenor Road Primary School we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

English

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

Mathematics

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

The wider curriculum

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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English

Term	<u>Autumn 1</u>	<u>Autumn 2</u>
Text Types	<p>Write to Entertain: Fairy tales</p> <p>Write to Inform: Recount</p>	<p>Write to Entertain: Fantasy</p> <p>Write to Inform: Non-chronological reports</p>
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Within their own writing, edit and improve simple and compound sentences using the joining words <i>and, but, so, and or</i> (co-ordination) ○ Use and punctuate correctly sentences with different forms – statement, question, command, explanation. ○ Use subordination for time using <i>when, before and after</i> e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot. ○ Use subordination for reason using <i>because and if</i>. E.g. <i>I would go on holiday if i won the lottery. If I won the lottery I would go on holiday. I went on holiday because i won the lottery. Because i won the lottery, I went on holiday</i> ○ Use the subordination that in sentences and use these in fiction and non fiction writing. e.g. I though that Mr Jones was going to fall in the pond. I hope that you write back soon. ○ Strengthen own writing by editing the use of verbs adverbs and nouns ○ Explore the progressive form of verbs in present tense e.g. <i>She is running</i> and past tense <i>He was flying</i>. ○ Ensure accurate and consistent use of tense 	<ul style="list-style-type: none"> ○ Identify clauses in sentences ○ Explore, identify and create complex sentences using a range of conjunctions (when while before after) ○ Identify, understand and select prepositions to complete sentences e.g. <i>above below beneath within outside beyond</i> ○ Identify, understand and select adverbs to complete sentences. E.g. <i>suddenly, silently, eventually, cautiously, slowly</i> ○ Identify, understand and select the perfect form of the verb to complete sentences e.g. We have researched healthy foods (present perfect) instead of We researched healthy foods (simple past) ○ Use a determiner a or an according to whether the next word begins with a consonant or a vowel
Punctuation	<ul style="list-style-type: none"> ○ Independently edit and improve own writing using full stops, capital letters, exclamation marks and questions marks. ○ Use commas to separate items in a list in fiction and non-fiction texts including cross curricular writing ○ Use apostrophe for contracted forms e.g. don't can't, wouldn't, you're I'll ○ Use apostrophe for singular possession in nouns e.g. The girl's name is... 	<ul style="list-style-type: none"> ○ Use a comma to separate clauses in complex sentences where the subordinate clause appears first e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> ○ Identify speech within a passage of text – highlight the words spoken by a character and the inverted commas

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Composition	<ul style="list-style-type: none"> ○ Discuss and plan what to write about <i>e.g. story mapping, innovating a known story, drawing on ideas and vocabulary from reading.</i> ○ Orally rehearse sentences before writing ○ Identify purpose and audience for writing ○ Edit and improve own writing ○ Proofread and check for errors by reading aloud, spotting tense and grammar errors 	<ul style="list-style-type: none"> ○ Identify purpose and audience for writing ○ Discuss the vocabulary, grammar and structural organisation needed for different forms of writing ○ Discuss and record ideas for planning using a range of formats ○ Create and develop characters for narrative – <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour</i> ○ Improve a passage of prepared writing by the teacher (one using simple sentences only) with a focus of different sentence structures ○ Using facts provided by the teacher, group related material into paragraphs
Term	Spring	
Text Types	Write to Entertain: Mystery Write to Persuade: Persuasive letters	Write to Entertain: Adventure Write to Inform: Explanation texts
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Identify clauses in sentences ○ Explore and identify main and subordinate clauses in complex sentences ○ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>If, although, so</i> ○ Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i> ○ Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely</i> ○ Use perfect form of verbs using have and has to indicate a completed action e.g. <i>I don't know where Stig has gone</i> instead of <i>I don't know where Stig went.</i> 	
Punctuation	<ul style="list-style-type: none"> ○ Use a comma to separate clauses in complex sentences where the subordinate clause appears first. <i>If people live near volcanoes, they are in danger of their homes being destroyed. Although the iron man fell off the cliff, he wasn't hurt</i> ○ Identify and use inverted commas to punctuate direct speech ○ Proofread and check for errors in punctuation 	
Composition	<ul style="list-style-type: none"> ○ Identify purpose and audience for writing ○ Discuss and record ideas for planning ○ Improve, create and write dialogue using inverted commas – begin to use adverbs for reporting clause e.g. <i>"Go away,"</i> shouted Bob angrily ○ During composition, use different sentence structures. ○ Group related material into paragraphs ○ Proofread and check errors in spelling and grammar ○ Discuss and propose changes with a partner 	

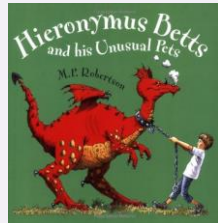
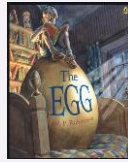
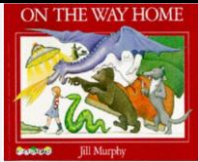
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Term	<u>Summer 1</u>	<u>Summer 2</u>
Text Types	Write to Inform: Diary entry Write to Entertain: Myths and legends	Write to Inform: Non-chronological report Write to Entertain: Narrative
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Explore and identify main and subordinate clauses in a complex sentence ○ Explore, identify and create complex sentences using a range of conjunctions e.g. while, since ○ Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i> ○ Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i> ○ Use the perfect form of verbs where appropriate e.g. during dialogue E.g. <i>He has disappeared</i> 	
Punctuation	<ul style="list-style-type: none"> ○ Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads. ○ Use inverted commas to punctuate direct speech (speech marks) in independent writing 	
Composition	<ul style="list-style-type: none"> ○ Identify purpose and audience for writing ○ Discuss the vocabulary, grammar and structural organisation needed for genre e.g. <i>opening, build up, ending, adjectives and noun phrases to describe setting and character, a range of simple and compound sentences, occasional use of complex sentences using conjunctions, some dialogue</i> ○ Discuss and record ideas for planning ○ Create and develop settings for narrative – <i>precise nouns, adjectives, noun phrases, details relating to the five senses</i> ○ During and after composition, independently edit and improve own writing by using different sentence structures ○ Group related material into paragraphs in non-fiction – identify suitable heading and subheadings 	

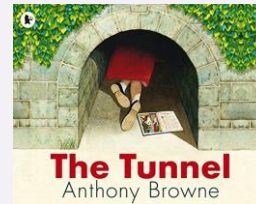
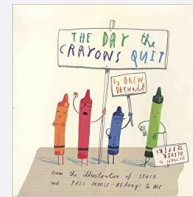
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TEXTS

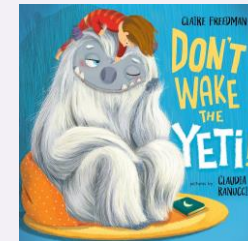
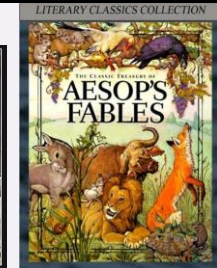
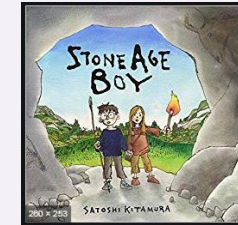
Autumn



Spring



Summer



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Reading

For more information on reading please see our Whole School Reading Journey

	Key Learning
Word Reading	<ul style="list-style-type: none"> ○ Use knowledge of root words to understand meaning of words ○ Use suffixes to understand meanings e.g <i>un- dis- mis- re- pre- im- in-</i> ○ Use suffixes to understand meanings e.g. <i>-ly -ous</i> ○ Read and understand words from the Year 3/4 word list
Reading Behaviour	<ul style="list-style-type: none"> ○ Sequence and discuss the main events in stories ○ Orally retell a range of stories including less familiar fairy tales ○ Identify and discuss themes e.g good over evil, weak and strong, wise and foolish, mean and generous, rich and poor ○ Identify and discuss convention – number 3 and 7 in fairy tales – repeated refrains ○ Prepare and read poems aloud using correct intonation and volume
Understanding Texts	<ul style="list-style-type: none"> ○ Identify, discuss and collect favourite words and phrases which capture the readers interest and imagination ○ Explain the meaning of unfamiliar words by using the context ○ With support, use dictionaries to check the meaning of word they have read ○ Use intonation, tone and volume when reading aloud ○ Take note of punctuation when reading aloud ○ Discuss their understanding of the text ○ Raise questions during the reading process to deepen understanding (I wonder, I think) ○ Draw inferences around characters thoughts, feelings and actions and justify with evidence from the text ○ Make predictions based on details stated ○ Begin to justify responses by using evidence from the text ○ Discuss the main idea of paragraphs ○ Discuss the language structures of different texts ○ Locate and record information from fiction and non fiction texts
Evaluating author's use of language	<ul style="list-style-type: none"> ○ Begin to look at authors use of language and discuss why talk about which vocabulary and sentences appeal to you as a reader.
Participating in discussion and debate	<ul style="list-style-type: none"> ○ Participate in discussion about books that they read or have been read to them, be able to challenge others views ○ Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>




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Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A		Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money		Measurement Time			Geometry Shape		Statistics		Consolidation

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Science




Year	Key Skills			Key Topic Knowledge		
3	Using Investigative Approaches	Communicating and Collaborating	Working Critically with Evidence and Thinking Scientifically	Autumn 	Spring 	Summer 
	<p>Fair testing with support.</p> <p>Ask relevant questions and use different kinds of scientific enquiries to answer them (with support).</p> <p>Set up simple practical enquiries and fair tests (with support).</p> <p>Understand that fair tests seek to find the reasons to why things happen – the causes of effects.</p>	<p>Organises results with support.</p> <p>Understand the importance of organising results as or after they are gathered (some still supported).</p> <p>Record observations and measurements using appropriate report format.</p> <p>With guidance begin to construct own table/own bar graph.</p> <p>Use Carroll and Venn</p>	<p>Attempting to explain what they see.</p> <p>Recognise that effects have causes.</p> <p>Use their own ideas to make predictions before testing.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Describe relationships they have found (e.g. the ball bounces higher</p>	<p>Autumn 1</p> <p>Forces</p> <ul style="list-style-type: none"> To know that some forces need contact between two objects but magnetic forces can act at a distance. To compare how objects move on different surfaces. To observe how magnets attract or repel each other. To observe how magnets attract some materials but not others (magnetic and non-magnetic materials). <u>To investigate the strength of magnets.</u> To explore magnetic poles and predict whether 2 magnets will attract or repel each other depending on which poles are facing. 	<p>Spring 1</p> <p>Animals including Humans</p> <ul style="list-style-type: none"> To identify that humans and some other animals have skeletons (endoskeletons). To compare the movement of animals with skeletons (endoskeletons) to those without. To identify skeletons of different animals. To know that humans and other animals have skeletons and muscles for support, protection and movement. To name the main parts of the body associated with skeletons and muscles and to know their functions. <p>Spring 2</p>	<p>Summer 1</p> <p>Plants</p> <ul style="list-style-type: none"> To identify and explain the functions of the parts of a flowering plant. To know that plants make their own food. To investigate and explain what a plant needs to survive (water, light, air, nutrients from soil and room to grow) and how they vary from plant to plant. To investigate how water is transported in a plant. To explain and draw the life cycle of a flowering plant including pollination, seed dispersal and seed formation. Optional scientist to explore is George Washington Carver.

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		diagrams.	when I drop it from a greater height).	<p>Autumn 2</p> <p>Rocks</p> <ul style="list-style-type: none"> To identify and name different rocks. To explore the use of rocks in the local environment (e.g. gravestones, building, pathways, cenotaph). To compare rocks based upon their physical appearance and simple physical properties. To explore and explain how fossils are formed when things that have lived are trapped within rock. To recognise that soil is made from rocks and other organic matter. Optional scientist to explore is Mary Anning. 	<p>Healthy Eating</p> <ul style="list-style-type: none"> To understand that animals, including humans, need the right types and amount of nutrition. To compare and contrast the diets of different animals (including pets) and group them according to what they eat. To research different food groups and design a healthy meal. To know where animals get their nutrition from (cannot make their own food). 	<p>Summer 2</p> <p>Light</p> <ul style="list-style-type: none"> To recognise that light is needed to see and that dark is the absence of light. To identify sources of light. To notice that light is reflected from some surfaces. To explore what happens when light reflects off a mirror or other reflective material. To recognise that light from the sun can be dangerous and there are ways to protect our eyes from light. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in changes to the size of shadows
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History

Year	Key Skills				Key Topic Knowledge		
	Knowledge Chronological Awareness	Knowledge and Understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information	Autumn	Spring	Summer
3							
	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p>	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p>	<p>Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect. Why did the Stone age change to the Bronze and Iron age?</p>	<p>Pupils can identify some of the different ways in which the past is represented, i.e. artefacts, jewellery, photographs, paintings and first-hand accounts.</p>	<p>Aut 1</p>  <p>The Victorians</p> <ul style="list-style-type: none"> To understand where the Victorians fit into History and to know who Queen Victoria was and when she reigned. To locate the British Empire on a map. To compare the lives of rich and poor children in the Victoria era. To make and use a Victorian toy and compare it to toys today. To understand what Victorian school life was like. To compare leisure activities of a Victorian child to my own. 	<p>Spr 1</p>  <p>Ancient Greece</p> <ul style="list-style-type: none"> To understand where the Ancient Greeks fits in History and to order significant Ancient Greek periods of time. To locate Greece and other European countries on a map. To understand that Ancient Greece was divided into city states and to learn facts about each state. To research and create a fact file based on Greek life. To design Greek pottery with an Olympic theme. To understand Greek astronomy and create star constellations. To understand the religious beliefs of Ancient Greeks and know some of the gods they worshipped. To understand the Ancient Greek writing system. 	<p>Sum 1</p>  <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> To know where the Stone Age fits in History and to begin to order events which happened during the Stone Age period. To name and order the key Stone Age periods and understand how they lived. To understand what humans needed for survival in the Stone Age To understand what cave paintings are, why they are important to the period and consider how these are now used as evidence. To use secondary sources to design and make Stone Age jewellery. To understand the significance of Stonehenge. To know about the Iron Age and its position in the English Timeline. To know the main differences between the Stone Age and Iron Age.

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Geography

Year 3	Key Skills				Key Topic Knowledge		
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical Skills & Fieldwork	Autumn	Spring	Summer
	<p>Know about the local area. Describe simply where places are beyond the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area and other places. Begin to compare these features to another place beyond the local area. Begin to understand how people effect the environment.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. Begin to use Geographical words.</p>	<p>Aut 2 </p> <p>What Makes the Earth Angry?</p> <ul style="list-style-type: none"> • Locate and name some of the worlds' most famous volcanoes on a map. • To study a volcanic region and learn about the impact on people's lives. • To explore the structure of a volcano and the surrounding land. • To find out about the Earth's climate zones and areas of extreme temperatures (global warming). • To find out about earthquakes and what causes them. <p><i>Skills Assessment Task</i> <i>volcanic, magma, lava, crater, eruption, tectonic plates, climate, temperature</i></p>	<p>Spr 2  </p> <p>What's it like in Whitby?</p> <ul style="list-style-type: none"> • To identify Whitby and it's features. • To explore land-use in Whitby. • To create a travel guide for a trip to Whitby. • To compare the human and physical geography of Whitby with the local area. • To use four figure grid references. • To create a sketch map with symbols and a key. <p><i>coastal, agricultural, tourists, pier, leisure, human and physical features, local, symbols, key</i></p>	<p>Sum 2 </p> <p>Why do so many people choose the Mediterranean for their holiday?</p> <ul style="list-style-type: none"> • To identify the Mediterranean and the countries that are within it. • To use different sources of information to research human features Mediterranean countries. • To explore economic activity including trade links in countries of the Mediterranean. • To locate and compare the different climates of the world. • To design a poster/presentation to persuade people by explaining why it is a popular holiday destination. • Explain how the lives of people living in the Mediterranean would be different from their own. <p><i>climate, landmarks, human features, locate, economic, trade, country</i></p>

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Religious Education

Autumn 1		
Key question L2.7: What does it mean to be a Christian in Britain today?		
Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Living</p> <p><u>Prior learning in this thread:</u> F5 Where do we belong? 1.7 What does it mean to belong to a faith</p> <p><u>Future learning in this thread:</u> L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today?</p> <p><u>Religions and worldviews:</u> Christians</p>	<ul style="list-style-type: none"> • Find out about how Christians may show their faith within their families. What objects might you find in a Christian’s home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. • Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore what some Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, ‘Messy Church’, Girls Brigade, Boys’ Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. • Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running ‘Christians Against Poverty’ money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out <i>why</i> Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. • Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why? 	<p>Emerging:</p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • Ask good questions about what Christians do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). • Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

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Autumn 2

Key question L2.1: What do different people believe about God?

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Believing</p> <p><u>Prior learning in this thread:</u> 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?</p> <p><u>Future learning in this thread:</u> 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? U2.1 Why do some people believe God exists?</p> <p><u>Religions and worldviews:</u> Christians, Hindus and/or Muslims</p>	<ul style="list-style-type: none">• Talk about ways in which we exercise trust and faith in our everyday lives.• Find some examples of how we know about something we have not seen or experienced for ourselves.• What do people believe about God? To explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer).• Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God.• Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God’s relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul’s conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem ‘Who?’ by Sri Aurobindo).• Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur’an to Muhammad, and the story of Muhammad’s night journey and ascension.• Examine similarities and differences between these views of God.• Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews.• Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone’s personal worldview.• Reflect on pupils’ own questions and ideas about God in light of their learning.• Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama.	<p>Emerging:</p> <ul style="list-style-type: none">• Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).• Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none">• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).• Ask questions and suggest some of their own responses to ideas about God (C1).• Suggest why having a faith or belief in something can be hard (B2).• Identify how and say why it makes a difference in people’s lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none">• Identify some similarities and differences between ideas about what God is like in different religions (B3).• 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 (C1).

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Spring

Key question L2.5: Why are festivals important to religious people?

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Expressing</p> <p><u>Prior learning in this thread:</u> F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p><u>Future learning in this thread:</u> U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><u>Religions and worldviews:</u> Christians plus Hindus and/or Jewish people and/or Muslims</p>	<ul style="list-style-type: none">• Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.• Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals.• For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.• Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.• Study key elements of festivals: shared values, story, beliefs, hopes and commitments.• Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions.• Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?• Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?	<p>Emerging:</p> <ul style="list-style-type: none">• Recognise and identify some differences between religious festivals and other types of celebrations (B2).• Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). <p>Expected:</p> <ul style="list-style-type: none">• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none">• Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).• Suggest how and why religious festivals are valuable to many people (B2).

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Summer 2

Key question L2.2: Why is the Bible so important for Christians today?

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p>Strand: Believing</p> <p><u>Prior learning in this thread:</u> F1 Which stories are special and why? 1.4 What can we learn from sacred books?</p> <p><u>Religions and worldviews:</u> Christians</p>	<ul style="list-style-type: none">• Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians.• Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too).• Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.• Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc.• Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them.• Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.• Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?	<p>Emerging:</p> <ul style="list-style-type: none">• Recall and name some Bible stories that inspire Christians (A2).• Identify at least two ways Christians use the Bible in everyday life (B1). <p>Expected:</p> <ul style="list-style-type: none">• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).• Give examples of how and suggest reasons why Christians use the Bible today (B1).• Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none">• Explain how the Bible uses different kinds of stories to tell a big story (A2).• Suggest why Christians believe that God needs to rescue/save human beings (B2).

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Modern Foreign Language (French)

Year 3	Key Skills 2022/23				Key Topic Knowledge 2022/23		
	Reading	Writing	Speaking	Listening	Autumn 	Spring 	Summer 
	<p>Can read and pronounce familiar written words accurately.</p> <p>Can understand familiar written phrases and simple sentences, and respond to them.</p> <p>Can recognise whether written nouns are singular or plural.</p>	<p>Can write some familiar words from memory.</p> <p>Can write short, simple responses to questions using familiar words.</p> <p>Can write some singular nouns with the correct article.</p>	<p>Can join in with simple songs and rhymes.</p> <p>Can ask and answer simple questions using accurate pronunciation, so that others can understand them.</p> <p>Can talk about themselves using some common verbs in the first person singular form.</p>	<p>Can recognise questions and negatives.</p> <p>Can understand and respond to simple instructions and questions.</p> <p>Can identify sounds in the French language.</p> <p>Can recognise some adjectives, and identify plurals in spoken French.</p>	<p>Autumn SALUT Core Unit 1</p> <ul style="list-style-type: none"> To say simple greetings To say how you are feeling To know how to introduce yourself To know numbers 1-10 and to say how old you are 	<p>Spring SALUT Core Unit 2 & 3</p> <ul style="list-style-type: none"> To know the days of the week To know colours To know months of the year To Know numbers 11-20 	<p>Summer SALUT Unit 3 A - Animals</p> <ul style="list-style-type: none"> To know Animals on a farm To talk about your pets To use adjectives to describe an animal

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Art & Design

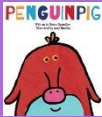
Yr	Key Skills								
3	Generating Ideas	Making	Evaluating	Knowledge	Autumn	Spring	Summer		
	Skills of Designing & Developing Ideas	Skills of making Art, Craft & Design	Skills of Judgement & Evaluation	Knowledge about art processes and context	Drawing				
					Experiment in ways which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and marks</u> Make lines and marks with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone to a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
1. gather and review information, references and resources related to their ideas and intentions. 2. use a sketchbook for different purposes,	3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. select, and use appropriately, a	5. take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like</i>	6. Know about and describe the work of some artists, craftspeople, architects and designers 7. Know and be able to explain how to use some of the tools and	David Hockney (joiners) Nigel Tomm (photos) <u>Digital media</u> Record and collect visual information using digital cameras and video recorders, ipads Present recorded visual images using software e.g. Photostory Power Point.	Henri Matisse Lisa Milroy (still life/observation) Faith Ringgold (African) <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour	Joe Tilson <u>Printing</u> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays			

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	including recording observations, planning and shaping ideas.	variety of materials and techniques in order to create their own work.	<i>and what they will do next)</i>	techniques they have chosen to work with.	<p>Use a graphic package to create images and effects with; <u>lines</u> by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal, create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours</u> and <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>language</p> <p>mix and use tints and shades</p> <p>Painting</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush or small picture</p> <p>Create different effects and textures and paint according to what they need for the task</p>	
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Computing




		Autumn	Spring	Spring/Summer	Summer
	Online safety	Digital Literacy/Non-negotiables	Computer Science/coding	Outcome 4	Information Technology
Y3 	Unit 3.2 Online safety Quality Texts: Penguin Pig	<ul style="list-style-type: none"> • Create basic Powerpoint/slides document – some text and an image on each slide • Touch typing practise (Big Brown Bear/BBC Bitesize) • <u>Independently create a Word/Docs document including title, image and typed text</u> • Access TT Rock Stars independently • Use search engine for some basic research (Swiggle) 	Unit 3.1 Coding 2Code	Powerpoint presentation Narrative/History/ Science/Geography	Unit 3.7 Simulations 2Simulate 22Publish

Year	Key Skills			Key Topic Knowledge		
	Digital Literacy	Computer Science	Information technology	Autumn	Spring	Summer
3	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Design, write and debug programs that accomplish specific goals, including controlling or	Use search technologies effectively, appreciate how results are selected and ranked,	Unit 3.2 Quality Texts: Penguin Pig <ul style="list-style-type: none"> • 	Unit 3.1 Coding <ul style="list-style-type: none"> • To design and write a 	Unit 3.7 Simulations <ul style="list-style-type: none"> • To look at what

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	<p>able behaviour; identify a range of ways to report concern about content and contact.</p>	<p>simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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.</p>	<p>and be discerning in evaluating digital content.</p> <p>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.</p>	<p>o understand Safe passwords and communication methods</p> <ul style="list-style-type: none"> o investigate if everything on the internet is true. <p>Resources: Penguin Pigs</p>	<p>program that accomplishes a specific goal.</p> <ul style="list-style-type: none"> To design and write a program that simulates a physical system. To use repetition commands. To introduce 'if' statements To debug a program. To introduce variables. <p>Resources:</p> <p>2Code</p>	<p>simulations are.</p> <ul style="list-style-type: none"> To explore a simulation. To analyse and evaluate a simulation. <p>Resources:</p> <p>2Simulate</p> <p>22Publish</p>
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Design & Technology

Year 3	Key Skills			Key Topic Knowledge / Process		
	Design	Make	Evaluate	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Develop more than one design or adaptation of an initial design. • To plan a sequence of actions to make a product. • To record and plan by drawing annotated sketches. • To use prototypes to develop and share ideas. • Think ahead about the order of their work and decide upon tools and materials/ingredients. • Propose realistic suggestions as to how they can achieve their design ideas. • Consider aesthetic qualities of materials/ingredients chosen. 	<ul style="list-style-type: none"> • Prepare pattern pieces as templates for their design. • Cut slots. • Cut internal shapes. • Select from a range of tools for cutting, shaping, joining and finishing. • Use tools with accuracy. • Select from techniques for different parts of the process. • Select from materials according to their functional properties. • Plan the stages of the making process. • Use appropriate finishing techniques. 	<ul style="list-style-type: none"> • Investigate similar products to the one to be made to give starting points for a design. • Draw sketch products to help analyse and understand how products are made. • Research the needs of the user. • Identify the strengths and weaknesses of their design ideas in relation to the purpose/user. • Decide which design idea to develop. • Consider and explain how the finished product could be improved. • Discuss how well the finished product meets the design criteria of the user. • Investigate key 	<p><u>Mechanisms – Levers & Linkages</u></p>  <p>Pop-up Greetings card Children investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage mechanisms.</p> <ul style="list-style-type: none"> • Develop vocabulary related to the project. • Explore mechanical systems such as levers and linkages in everyday things. • Use mechanical systems such as gears, pulleys, levers and linkages. • Use the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. 	<p><u>Food – Healthy & Varied Diet</u></p>  <p>Healthy wrap Children investigate a range of food products e.g. the content of lunchboxes; a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet.</p> <ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using smell, taste, texture and feel. • Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). • Follow instructions/recipes. • Make healthy eating choices. • Join and combine a range 	<p><u>Textiles</u></p>  <p>Purse / Wallet Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.</p> <ul style="list-style-type: none"> • Develop vocabulary for tools, materials and their properties. • Understand seam allowance. • Join fabrics using running stitch, over-sewing, blanket stitch. • Prototype a product using J cloths. • Use prototype to make a pattern. • Explore strengthening

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			<p>events and individuals in Design and Technology.</p>	<ul style="list-style-type: none"> • Use lolly sticks/card to make levers and linkages. • Use linkages to make movement larger or more varied. <p>Evaluate the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<p>of ingredients.</p> <ul style="list-style-type: none"> • Prepare and cook using a range of cooking techniques. <p>Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved.</p>	<p>and stiffening of fabrics.</p> <ul style="list-style-type: none"> • Explore fastenings (inventors) and recreate some. • Sew on buttons and make loops. • Use appropriate decoration techniques. <p>Evaluate as the process is undertaken and the final product in relation to the design brief and criteria. The product should be tested by the intended user and for its purpose and others' views sought to help with identifying possible improvements.</p>
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Music

Y3	Key Skills			Key Topic Knowledge		
	Listening	Composing	Performing	Autumn	Spring	Summer
	<p>-Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>-Understanding that music from different parts of the world has different features.</p> <p>-Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>-Describing the timbre,</p>	<p>-Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>-Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>-Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>-Suggesting and</p>	<p>-Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>-Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>-Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these</p>	<p><u>(Transition Unit from Y2) African Call and Response song- Theme: Animals</u></p> <p><u>Lesson 2 Rhythmic Safari</u> Having omitted lesson 1, it would be helpful during the Attention grabber to introduce the animal noises using the slides. Ask the children to make each sound.</p> <p><u>Lesson 3 The Safari Call</u></p> <p>-To copy a short rhythm</p> <p><u>Lesson 4 The Safari Response</u></p> <p>-To learn a traditional song from Ghana.</p> <p>-To create rhythms based on 'call and response' timbre, dynamics, tempo, agogo, batá drum, cowbell, marimba, percussion, rhythm, tempo, call and response, rhythm, structure, dynamics</p> <p><u>On This Island: British Songs and Sounds</u></p> <p>Refer to Lesson 1: British seaside sounds for the instructions for how to create a soundscape</p> <p><u>Lesson 2 Countryside Sounds</u></p>	<p><u>Ballads</u></p> <p>-To sing a ballad and explain what it is</p> <p>-To be able to perform a ballad with an understanding of style</p> <p>-To understand that ballads tell a story</p> <p>-To be able to write lyrics for a ballad</p> <p>-To take part in a group performance</p> <p>-ballad, ensemble, compose, happy</p>	<p><u>Developing Singing Techniques-Theme: The Vikings</u></p> <p>-To sing in time with others</p> <p>-To recognise simple rhythmic notation by ear and by sight</p> <p>-To use simple rhythmic notation to compose a Viking battle song</p> <p>-To perform music with confidence and discipline</p> <p>-composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p>

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	<p>dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>-Beginning to show an awareness of metre.</p> <p>-Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>implementing improvements to their own work, using musical vocabulary</p>	<p>symbols using musical terminology.</p>	<p>- To learn about the music of the British Isles and create music of our own</p> <p><u>Lesson 4 Structured Soundscape</u></p> <p>- To compose a piece of music as part of a group</p> <p><u>(Transition Unit from Y2) Dynamics, timbre, tempo and motifs-Space</u></p> <p><u>Lesson 2 Listening to Space</u> If children find identifying instruments difficult, pictorial flashcards from Orchestral instruments: Traditional Western stories: Lesson 1: The three bears could be used as support.</p> <p><u>Lesson 3 Comparing Planets</u></p> <p>-to listen for and recognise some basic elements of music</p> <p><u>Lesson 4 Planet motif</u></p> <p>-to compare two pieces of music</p> <p>-to be able to create short sequences of sound</p> <p>-soundscape, timbre, dynamics, tempo, motif</p> <p><u>Myths and Legends</u></p> <p><u>Lesson 2 Structured Score</u></p> <p>-To show structure on a graphic score</p> <p><u>Lesson 3 Layered Graphic Score</u></p> <p>- To write a graphic score to show texture Beat, Dynamics, Graphic score, Notation, Stave notation, Rhythm, Pitch, Timbre, Structure, Texture</p>		
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P.S.H.E.

(Personal, Social, Health and Economic Education)

PSHE - YEAR 3

(inc. Statutory Relationships Education & Health Education)

Me and My Relationships

Autumn 1

- As a rule
- Looking after our special people
- How can we solve this problem?
- Friends are special

Valuing Difference

Autumn 2

- Family and friends
- My community
- Let's celebrate our differences

Keeping Myself Safe

Spring 1

- Safe or unsafe?
- Super Searcher
- Raisin challenge (1)

Rights and Responsibilities

Spring 2

- Our helpful volunteers
- Helping each other to stay safe
- Can Harold afford it?

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Being my Best

Summer 1

- Poorly Harold
- For or against?
- Top talents

Growing and Changing

Summer 2

- Relationship Tree
- Secret or surprise?
- Basic first aid

Linked NC Science Objectives (Health Education):

Year 3 - Spring 2: 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. (*research different food groups and how they keep us healthy; design meals based on what they find out.*)

Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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Physical Education

Year 3	Gymnastics/ Creativity	Invasion Games	Net and Wall	Striking and Fielding	Athletics
	<ul style="list-style-type: none"> To improve traveling in a range of ways (rolling, jumping and swinging), and balancing. To introduce changing speed, direction and shape to sequences. To adopt sequences to suit different types of apparatus (combination of floor and benches/platform) and criteria. To develop an understanding of different actions to link sequences. To explain how strength and suppleness affect performance. To perform and remember sequences with control. To compare and contrast gymnastic sequences. To share and create phases with a partner and small group. 	<ul style="list-style-type: none"> To throw and catch with control. To hit with control. To attempt to intercept a pass. To move to get away from a defender. To know and use rules fairly. To be aware of space and use it to support team-mates and to cause problems for the opposition. To show some understanding of how strategies and tactics can be used. To experience simplified versions of different types of games. <p>Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through basketball, handball, football and hockey.</p>	<ul style="list-style-type: none"> To hit with control. To know and use rules fairly. To be aware of space and use it to support team-mates and to cause problems for the opposition. To experience simplified versions of different types of games. <p>Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through tennis.</p>	<ul style="list-style-type: none"> To use kicking in a game. To throw and catch with control. To kick with control. To attempt to intercept a pass. To move to get away from a defender. To know and use rules fairly. To be aware of space and use it to support team-mates and to cause problems for the opposition. To experience simplified versions of different types of games. <p>Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through cricket and rounders.</p>	<ul style="list-style-type: none"> To run at fast, medium and slow speeds; changing speed and direction. To take part in a relay, remembering when to run and what to do. To begin to understand accuracy when throwing. To begin to understand measurements of time and distance. <p>Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of athletic events including running, jumping and throwing.</p>

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