



PSHE

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to respond in an emergency.
- Identify different influences on health and wellbeing.

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Living in the wider world

- Respect for self/others and the importance of responsible behaviours & actions.
- About rights and responsibilities as members of groups and as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and managing it effectively.
- A basic understanding of enterprise.

English (Y3)

<p>Reading</p> <p>Word reading</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. <p>Comprehension</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying themes and conventions in a wide range of books. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader's interest and imagination. • Recognising some different forms of poetry (for example, free verse, narrative poetry). • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to what and those they can read for themselves, taking turns and listening to what others say 	<p>Writing</p> <p>Composition</p> <ul style="list-style-type: none"> • Discussing and recording ideas • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Composing and rehearsing sentences orally (including dialogue) • Organising paragraphs around a theme • In narratives, creating settings, characters, plot • In non-narrative material, using simple organisational devices (for example, headings and sub-headings) • Assessing the effectiveness of others' writing and suggesting improvements • Proof-read for spelling and punctuation errors • Assessing the effectiveness of their own writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone, movement and volume so that the meaning is clear. <p>Transcription- handwriting</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and • equidistant, that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined 	<p>Transcription- spelling</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. (English appendix 1 yr 3&4) • Adding suffixes beginning with vowel letters to words of more than one syllable • The suffix -ly • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use the first two or three letters of a word to check its spelling in a dictionary. • Words with endings sure & ture • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Spell words that are often misspelt. (English appendix 1 yr 3&4) • Spell further homophones. • The suffix -ous • Endings -tion, -sion, -ssion, -cian • Endings - sion (television/invasion/confusion) • Words ending with the /g/ sound spell -gue and the /k/ sound spell -que (French in origin) • The suffix -ation <p>Grammar</p> <ul style="list-style-type: none"> • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box). • Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble). • Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because)
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Art & Design (LKS2)

<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including <ul style="list-style-type: none"> ○ Drawing- Autumn ○ Painting- Spring ○ Sculpture- Summer • Learn about great artists, architects and designers in history. <ul style="list-style-type: none"> ○ Autumn- Georgia O'Keeffe- Modernist art (flowers and landscapes) ○ Spring- L.S. Lowry (landscape) ○ Summer- Staffordshire potteries, Elizabeth Murray (Scarborough castle), Giovanni Antonio Canal Canaletto (Warwick castle), Jan Van Goyen (Castle by a river) Pottery.

Computing (LKS2)

<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</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>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>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
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PE (LKS2)

<p>Autumn</p> <p>Basketball</p> <ul style="list-style-type: none"> -To perform some basic basketball skills, throwing catching and dribbling -To build attacking/offensive play -To implement some basic rules of basketball <p>Gymnastics</p> <ul style="list-style-type: none"> -Modify actions independently using different pathways, directions and shapes -Consolidate and improve the quality of movements and gymnastics actions -Relate strength and flexibility to the actions and movements they are performing -Use basic compositional ideas to improve sequence work and unison <p>Spring</p> <p>Dance</p> <ul style="list-style-type: none"> -Practise different sections of a dance aiming to put together a performance -Perform using facial expressions -Perform with a prop <p>Badminton</p> <ul style="list-style-type: none"> -Identify and describe some rules of badminton -Serve to begin a game -Explore forehand hitting <p>Summer</p> <p>Cricket</p> <ul style="list-style-type: none"> -To be able to adhere to some of the basic rules of cricket -To develop a range of skills to use in isolation and competitive context -To use basic skills with more consistency including striking a bowled ball <p>Athletics</p> <ul style="list-style-type: none"> -Control movements and body actions in response to specific instructions -Demonstrate agility and speed -Jump for height and distance with control and balance -Throw with speed and power and apply appropriate force
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<p>Speaking and listening – woven through strands</p> <ul style="list-style-type: none"> ● Use of the present perfect form of verbs instead of the simple past (eg. He has gone out to play contrasted with He went out to play). ● Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter. ● inverted commas (or 'speech marks'). ● Formation of nouns using a range of prefixes such as super-, anti-, auto- ● Introduction to inverted commas to punctuate direct speech. ● Introduction to paragraphs as a way to group related material. ● Headings and sub-headings to aid presentation. ● Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) ● Expressing time, place and cause using prepositions (for example, before, after, during, in, because of) 			<ul style="list-style-type: none"> ● Swimming proficiency at 25m (KS1 or KS2)
Maths (Y3)	Design & Technology (LKS2)	Geography (LKS2)	R.E.

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Number: Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number: Addition and Subtraction

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

Number: Multiplication and Division

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

Number: Fractions

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

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Design

-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
 -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

-Investigate and analyse a range of existing products
 -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 -Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 -Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 -Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 -Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

-Understand and apply the principles of a healthy and varied diet
 -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
 -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Autumn- Materials-Textiles

Spring- Electrical Systems

Summer- Structures

Locational knowledge:

-Locate and describe capital cities and main regions of Europe and the British Isles; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.

-Describe the main physical and human characteristics of some countries.

-Describe some human and physical characteristics and environments of the UK. (E.g. coastal environments, the main British rivers/mountains. Add the names of settlements at the mouth of the rivers.)

-Identify the highest mountains in the world.

-Use a globe and map to identify:

- the position of the Poles,
- the Equator
- Arctic and Antarctic Circles
- the Prime/Greenwich Meridian and time zones
- lines of longitude and latitude

Human and physical geography:

-Organise information about different countries.
 -Compare a region in the UK with a region in Europe.

Geographical skills and fieldwork

-Describe and understand key aspects of:

- Physical geography including physical processes that affect the lithosphere, coastal erosion, formation of mountains.
- Human geography including distribution of natural resources such as fossil fuels, trade, oil, energy.

-Classify different aspects of human geography. Explain why human processes occur, concerns regarding them and why they are useful.

-Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.

-Identify and sequence a range of settlement sizes from a village to a city.

-Draw conclusions of the characteristics of settlements with different functions, e.g. coastal towns.

-Classify different types of industry and job sectors currently in the local area, in the UK and in the world.

-Explain how the types of industry in the area have changed over time.

- What do Christians learn from the creation story?
- What is it like to be a Sikh in Sandwell?
- What kind of world did Jesus want?
- What is the Trinity and why is it important for Christians?
- What is it like to be Hindu? Community, Worship, Celebration
- Keeping the five Pillars of Islam

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness.

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

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- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events (for example, to calculate the time taken by particular events or tasks)

Geometry- Properties of Shapes

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

Statistics

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

Science (Y3)

Working scientifically

Asking relevant questions and using different types of scientific enquiries to answer them.

- Setting up practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusion, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straight forward scientific evidence to answer questions or support their findings.

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Place knowledge:

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
- Use a simple letter and number grid.
- Give direction instructions up to four compass points.
- Use larger scale maps outside
- Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of the United Kingdom and the wider world.
- Carry out fieldwork in our locality- completing sketch maps, keys symbols, data recording, environmental quality surveys.
- Present information gathered from fieldwork in a simple graph.
- Use digital maps to identify familiar places- zooming in and out.
- Explore the relationship between maps and globes.
- Compare physical and political maps

History (Y3)

-Changes in Britain from the Stone Age to the Iron Age.
 -A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
 -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Norman Conquest and the Railway Revolution (a significant turning point in British history).

Cause and Consequence

- How do we know life in the Iron Age was not very peaceful? Why was it a violent time?

Music (LKS2)

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

MFL (LKS2)

French- Language Angels

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

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- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals, including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

- How did Birmingham grow during the industrial revolution? What impact did the industrial revolution have on our locality/region?
- What impact has rail travel had on the lives of people living in Britain since 1930s?
- How did the development of underground railways change lives of Londoners?
- Why did the Battle of Hasting happen?

Change in Continuity

- Comparing time periods- society, life, beliefs, settlements across the Stone Age, Bronze Age, Iron Age.
 - How did Britain change after the Stone Age, Bronze Age?
 - Why did Birmingham become the workshop of the world?
 - How have trades changed over time?
 - How have developments in rail travel changed the lives of people in Britain?
- How have castles changed over time?

Similarities and Differences

- How were people living in Britain at the end of the Stone Age compared to the beginning?
- What different trades were taking place in Birmingham during the Victorian period?
- How did transport change during the Industrial Revolution?

Historical Significance

- Why was the Amesbury Archer so important to historians?
- Why was the Red Lady of Paviland so important?
- Why did Bronze Age people build monuments?
- How did Birmingham begin?
- Who were the 3 wise men during the Industrial Revolution? What were their achievements? How were the first steam-powered railways developed in Britain?
- Why is the Railway Revolution and Industrial Revolution a significant turning point in history?
- Significance of Edward the Confessor and William the Conqueror.
- Why should we preserve remains of castles in our locality/region?
- Why is the Domesday Book still important to historians?

- Develop an understanding of the history of music.

Year 3 will be taught to play the recorder throughout the year.

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

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