



We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling in English Appendix 1</li> </ol> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ol style="list-style-type: none"> <li>2. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>3. Reading books that are structured in different ways and reading for a range of purposes</li> <li>4. Using dictionaries to check the meaning of words that they have read</li> <li>5. Identifying themes and conventions in a wide range of books</li> </ol> <p>Pupils should be taught to understand what they read in books they can read independently by:</p> <ol style="list-style-type: none"> <li>6. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>7. Justifying inferences with evidence</li> <li>8. Predicting what might happen from details stated and implied</li> <li>9. Retrieving and recording information from non-fiction</li> </ol> | <p><u>Spelling</u></p> <ol style="list-style-type: none"> <li>1. Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>2. Use the suffix -ly</li> <li>3. Spell further homophones</li> <li>4. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ol> <p><u>Handwriting</u></p> <ol style="list-style-type: none"> <li>5. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>6. Increase the legibility, consistency and quality of handwriting by ensuring that the downstrokes of letters are parallel and equidistant</li> </ol> <p><u>Vocabulary and Grammar</u></p> <ol style="list-style-type: none"> <li>7. Maintain Standard English forms, e.g. using a / an correctly</li> <li>8. Use a range of co-ordinating and subordinating conjunctions</li> <li>9. Use adverbs to express time (e.g. then, next, soon, therefore)</li> <li>10. Use prepositions to express place and time (e.g. before, after, during, in, because of)</li> <li>11. Use current tense consistently, including the present perfect tense form of verbs instead of simple past (e.g. 'He has gone out to play' contrasted to 'He went out to play')</li> <li>12. Use simple organisational devices (e.g. headings and sub-headings) appropriately</li> <li>13. Begin to use inverted commas to punctuate direct speech</li> </ol> <p><u>Composition</u></p> <ol style="list-style-type: none"> <li>14. Organise paragraphs within a theme</li> <li>15. Draft and write narratives: creating settings, characters and plot</li> <li>16. Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings)</li> <li>17. Proofread for spelling and punctuation errors</li> </ol> | <p><u>Number and Place Value</u></p> <ol style="list-style-type: none"> <li>1. Count from 0 in multiples of 4, 8, 50 and 100</li> <li>2. Recognise the place value of each digit in a 3-digit number (hundreds, tens and ones)</li> <li>3. Find 10 or 100 more or less than a given number</li> <li>4. Solve number problems and practical problems involving these ideas</li> </ol> <p><u>Addition and Subtraction</u></p> <ol style="list-style-type: none"> <li>5. Add and subtract numbers mentally, including: a 3-digit number and ones; a 3-digit number and tens; a 3-digit number and hundreds</li> </ol> <p><u>Multiplication and Division</u></p> <ol style="list-style-type: none"> <li>6. Recall and use multiplication and division facts for the multiplication tables: 3, 4 and 8</li> <li>7. Write and calculate number sentences for x and division using the times tables that I know (including 2-digit numbers x 1-digit)</li> <li>8. Use mental methods to solve x and division number sentences</li> <li>9. Use formal written methods to solve x and division number sentences</li> </ol> <p><u>Fractions (including decimals)</u></p> <ol style="list-style-type: none"> <li>10. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10</li> <li>11. Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators</li> <li>12. Recognise and show, using diagrams, equivalent fractions with small denominators</li> </ol> <p><u>Measurement</u></p> <ol style="list-style-type: none"> <li>13. Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>14. Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>15. Tell and write the time from an analogue clock and 12-hour and 24-hour clocks</li> <li>16. Use vocabulary such as 0'clock, am/pm, morning, afternoon, noon and midnight</li> </ol> <p><u>Geometry</u></p> <ol style="list-style-type: none"> <li>17. Identify right angles and recognise that 2 right angles make a half turn, 3 make 3 quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> </ol> <p><u>Statistics</u></p> <ol style="list-style-type: none"> <li>18. Interpret and present data using bar charts, pictograms and tables</li> </ol> |



# THE STOKE POGES SCHOOL

## Year 3 Curriculum Overview

|           | Stone Age to Iron Age                                                                                                               |                                                                    | Incredible Egyptians                                                                                               |                                                                         | Groovy Greeks                                                                          |                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|           | Autumn 1                                                                                                                            | Autumn 2                                                           | Spring 1                                                                                                           | Spring 2                                                                | Summer 1                                                                               | Summer 2                                                              |
| Science   | <b>Light and shadows</b><br><br>Why do shadows change size?                                                                         | <b>Rocks and soil</b><br><br>Are all rocks formed in the same way? | <b>Animals, including humans</b><br><br>Do all animals have skeletons?                                             | <b>Forces and magnets</b><br><br>Are all metals attracted to magnets?   | <b>Plants</b><br><br>How do plants transport water?                                    | <b>Making connections</b><br><br>Does hand span affect grip strength? |
| History   | <b>Changes to Britain from the Stone Age to the Iron Age</b><br><br>When was a better time to live – the Stone, Bronze or Iron Age? |                                                                    | <b>Ancient Egyptians</b><br><br>How do we know about life in Ancient Egypt, and how have we been able to find out? |                                                                         | <b>Ancient Greece</b><br><br>How did the Ancient Greeks leave their mark on the world? |                                                                       |
| Geography |                                                                                                                                     | <b>Settlements</b><br><br>Are all settlements the same?            |                                                                                                                    | <b>Importing food</b><br><br>Where does our food come from?             |                                                                                        | <b>Antarctica</b><br><br>Who lives in Antarctica?                     |
| Art       | <b>Painting and mixed media</b><br><br>Prehistoric painting                                                                         |                                                                    |                                                                                                                    | <b>Craft and Design</b><br><br>An Egyptian scroll                       |                                                                                        | <b>Sculpture and 3D</b><br><br>Abstract shape and 3D                  |
| DT        |                                                                                                                                     | <b>Shell structures</b><br><br>Gift box                            | <b>Textiles – 2D to 3D product</b><br><br>Cushion                                                                  |                                                                         | <b>Mechanical systems – levers and linkages</b><br><br>Moving mythical creature        |                                                                       |
| Computing | <b>Computer systems and networks 1</b><br><br>Networks                                                                              | <b>Programming</b><br><br>Scratch                                  | <b>Computer systems and networks 2</b><br><br>Emailing Microsoft Office 365                                        | <b>Computer systems and networks 3</b><br><br>Journey inside a computer | <b>Creating media</b><br><br>Video trailers                                            | <b>Data handling</b><br><br>Comparison cards<br>databases             |

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|----------------|--------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------|
| <b>Music</b>   | <b>Musical spot the difference</b><br>Exploring arrangements | <b>Christmas pop songs</b><br>Exploring rhythmic patterns | <b>Saint-Saëns 'The Carnival of the Animals'</b><br>Exploring descriptive sounds | <b>Pentatonic songs from around the world</b><br>Exploring pentatonic scales | <b>Dukas 'The Sorcerer's Apprentice'</b><br>Exploring sound colours | <b>Looking back</b><br>Exploring singing games |
| <b>PE</b>      | <b>Fundamentals Y3/4</b><br><b>Ball Skills</b>               | <b>Gymnastics</b><br><b>Football</b>                      | <b>Tennis</b><br><b>Gymnastics</b>                                               | <b>Handball</b><br><b>Dance</b>                                              | <b>Golf</b><br><b>Athletics</b>                                     | <b>Rounders</b><br><b>OAA</b>                  |
| <b>RE</b>      | <b>What makes us human?</b>                                  | <b>Where do our morals come from?</b>                     | <b>Is scripture central to religion?</b>                                         | <b>What happens if we do wrong?</b>                                          | <b>Why is water symbolic?</b>                                       | <b>Why is fire used ceremonially?</b>          |
| <b>PSHE</b>    | <b>Being in My World</b><br><b>Celebrating Difference</b>    |                                                           | <b>Dreams and Goals</b><br><b>Healthy Me</b>                                     |                                                                              | <b>Relationships</b><br><b>Changing Me</b>                          |                                                |
| <b>Spanish</b> | Spanish greetings with puppets                               | Spanish numbers and ages                                  | Shapes and colours in Spanish                                                    | Classroom objects in Spanish                                                 | Where do you live in Spain?                                         | Journeys around Latin America                  |

# Year 3 curriculum overview for parents and carers

## Science curriculum overview

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| <b>Autumn 1</b> | <b>Light and shadow</b><br><br>Identifying examples of light sources, the children will learn that light is needed to see and how its absence causes darkness. They will investigate reflection and shadow formation, including how different factors change the shadows observed. They will explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.                                                                        | <b>Autumn 2</b> | <b>Materials: Rocks and soil</b><br><br>Studying rocks and their properties, the children will learn how to classify rocks and identify how they were formed. They will look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. The children will investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage. |
| <b>Spring 1</b> | <b>Animals, including humans: Movement and nutrition</b><br><br>Studying the human skeleton, the children will identify key bones and compare them to other animals, explaining the role within the body. They will explore how changes in muscles result in movement and the implications these discoveries have for the scientific development of prosthetic limbs. They will study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutrition expertise. | <b>Spring 2</b> | <b>Forces and magnets</b><br><br>Investigating the movement of vehicles on different surfaces, the children will learn about the impact of friction and compare uses and drawbacks. They will broaden their experiences in writing scientific methods and recording data as they investigate contact and non-contact forces. The children will explore the properties of different magnets and use this to understand their uses.                                                                             |
| <b>Summer 1</b> | <b>Plant reproduction</b><br><br>Building on their prior knowledge of plant structure, the children will describe the functions of named parts and use evidence to explain their significance in plant development. They will investigate factors that may affect plant growth and how water is transported. They will explore how seeds vary and create models to show seed dispersal methods.                                                                                                                       | <b>Summer 2</b> | <b>Making connections: Does hand span affect grip strength?</b><br><br>Experimenting, analysing data and drawing conclusions will allow the children to explore the relationship between hand span and grip strength. They will look to improve grip strength and apply their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.                                                                                                                          |

Please see the learning journey and long-term plan, which can be found on the website under 'Teaching and Learning: Our Curriculum'

## History and Geography curriculum overview

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| <b>Autumn<br/>1</b> | <p><b>Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</b></p> <p>The children will investigate life in prehistoric Britain by exploring the Stone, Bronze and Iron Age and placing them within a wider historical timeline. They will use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when reconstructing the life of the Amesbury Archer.</p> | <b>Autumn<br/>2</b> | <p><b>Are all settlements the same?</b></p> <p>The children will examine settlements and land use by comparing urban and rural environments and investigating how places change over time. They will identify the human and physical features of their local area and compare them with those of New Delhi to identify similarities and differences.</p>                                 |
| <b>Spring<br/>1</b> | <p><b>What was important to ancient Egyptians?</b></p> <p>The children will learn about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. They will place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world.</p>                                                                                                 | <b>Spring<br/>2</b> | <p><b>Where does our food come from?</b></p> <p>The children will explore trade and food production by mapping the world's biomes and tracing where food imports come from. They will investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider the advantages and disadvantages of sourcing food locally and globally.</p>                                |
| <b>Summer<br/>1</b> | <p><b>How did the Ancient Greeks leave their mark on the world?</b></p> <p>The children will study the achievements of the Ancient Greek civilisation, identifying their influence on the Western world. They will study Ancient Greece in depth, acquiring historical knowledge whilst developing their understanding of historical significance.</p>                                                                                                                   | <b>Summer<br/>2</b> | <p><b>Who lives in Antarctica?</b></p> <p>The children will consider how location relates to climate by learning about latitude, longitude and the Earth's tilt. They will explore the physical features of Antarctica, examine how people adapt to working in this extreme environment and apply their mapping skills when planning an expedition inspired by Shackleton's journey.</p> |

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## Art and DT curriculum overview

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| <b>Autumn<br/>1</b> | <b>Painting and mixed media: Prehistoric painting</b><br><br>The children will explore prehistoric art. They will investigate making their own paints and tools and try painting on different surfaces.                                                                                                          | <b>Autumn<br/>1</b> | <b>Shell structures: Gift box</b><br><br>The children will develop and use their knowledge of nets of cubes and cuboids and, where appropriate, more complex shapes. They will learn how to construct strong, stiff shell structures to produce their gift box.                                                |
| <b>Spring<br/>1</b> | <b>Textiles 2D and 3D: Cushion</b><br><br>The children will learn how to strengthen, stiffen and reinforce existing fabrics. They will learn how to securely join two pieces of fabric together and begin to understand the need for patterns and seam allowances.                                               | <b>Spring<br/>2</b> | <b>Craft and design: An Egyptian scroll</b><br><br>The children will investigate the way colour, scale and pattern influenced ancient Egyptian art. They will explore the technique of papermaking to create a papyrus-style scroll. Ideas will be expanded to create a modern response by designing a 'zine'. |
| <b>Summer<br/>1</b> | <b>Mechanical systems levels and linkages: Moving mythical creature</b><br><br>The children will learn how to use lever and linkage mechanisms. They will distinguish between fixed and loose pivots. At the end of the project, they will evaluate their own mythical creature against criteria and user needs. | <b>Summer<br/>2</b> | <b>Sculpture and 3D: Abstract shape and 3D</b><br><br>The children will examine how shape and negative spaces can be represented by 3D forms. They will manipulate a range of materials to learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.         |

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## Computing curriculum overview

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| <b>Autumn<br/>1</b> | <b>Computer systems and networks – Networks</b><br><br>The children will develop an understanding of computer networks by learning how devices communicate and share information.                                                                                                                   | <b>Autumn<br/>2</b> | <b>Programming - Scratch</b><br><br>The children will investigate programming through Scratch by creating animations and learning key coding concepts. They will apply their understanding by testing, debugging and evaluating their work to improve and refine digital projects.              |
| <b>Spring<br/>1</b> | <b>Computer systems and networks – Emailing Microsoft Office 365</b><br><br>The children will learn how to send emails with attachments and understand the importance of using them safely and responsibly.                                                                                         | <b>Spring<br/>2</b> | <b>Computer systems and networks – Journey inside a computer</b><br><br>The children will explore how computers work by role-playing different computer parts and creating paper models of computer systems.                                                                                    |
| <b>Summer<br/>1</b> | <b>Creating media – Video trailers</b><br><br>The children will create digital media by capturing and combining images and video to produce a short trailer. They will learn how to sequence clips on a timeline and use simple editing techniques to improve the clarity and impact of their work. | <b>Summer<br/>2</b> | <b>Data handling – Comparison cards and databases</b><br><br>The children will explore how databases organise and classify information using yes/no questions. They will plan, create and test their own digital databases and evaluate how effectively they identify and classify information. |

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## Music curriculum overview

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| <b>Autumn<br/>1</b> | <b>Musical spot the difference</b><br>The children will explore arrangements.                    | <b>Autumn<br/>2</b> | <b>Pop songs</b><br>The children will explore rhythmic patterns.                              |
| <b>Spring<br/>1</b> | <b>Saint-Saëns 'The Carnival of the Animals</b><br>The children will explore descriptive sounds. | <b>Spring<br/>2</b> | <b>Pentatonic songs from around the world</b><br>The children will explore pentatonic scales. |
| <b>Summer<br/>1</b> | <b>Dukas 'The Sorcerer's Apprentice</b><br>The children will explore sound colours.              | <b>Summer<br/>2</b> | <b>Looking back</b><br>The children will explore singing games.                               |

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## PE curriculum overview

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| <b>Autumn<br/>1</b> | <p><b>Fundamentals 3/4</b><br/>In this unit, children will be given the opportunity to develop their ability to change direction with balance and control. They will explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p><b>Ball skills</b><br/>In this unit, children will develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn how to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games.</p>                                                                                                                                    | <b>Autumn<br/>2</b> | <p><b>Gymnastics</b><br/>In this unit, children develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><b>Football</b><br/><br/>In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all games and activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In football, children will do this by maintaining possession and moving the ball toward goal to score.</p>                                                                                                                                                                                                                                      |
| <b>Spring<br/>1</b> | <p><b>Tennis</b><br/>In this unit, children will develop their understanding of the principles of net and wall games. In all game activities, children have to think about how to use skills, strategies and tactics to outwit the opposition. They will learn key skills such as racket control, hitting a ball and how to score points.</p> <p><b>Gymnastics</b><br/>In this unit, children will continue to develop balancing, rolling and jumping.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Spring<br/>2</b> | <p><b>Handball</b><br/>In this unit children will develop their understanding of the attacking and defending principles of invasion games. In all games' activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In handball, children do this by maintaining possession and moving the ball towards the goal to score.</p> <p><b>Dance</b><br/>In this unit, children will create dances in relation to an idea. They will work individually, with a partner and in small groups, sharing their ideas. They will develop their use of counting and rhythm. Children will learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>                                                                                                                                                                                                                                                            |
| <b>Summer<br/>1</b> | <p><b>Golf</b><br/>In this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will explore techniques to use over long and short distances, making connections between their knowledge of throwing over different distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.</p> <p><b>Athletics</b><br/>In this unit, children will develop basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> | <b>Summer<br/>2</b> | <p><b>Rounders</b><br/>In this unit, children will explore their understanding of the principles of striking and fielding. They will learn how to score points by striking a ball into space and running around cones or bases. When fielding, they will learn how to play in different fielding roles. They will focus on developing throwing, catching and batting skills. In all games, they will think about how they use skills, strategies and tactics to outwit their opposition.</p> <p><b>OAA</b><br/>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team, allowing pupils to develop problem-solving skills through a range of challenges. They will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. They learn what makes a good team and explore key skills such as inclusion and trust. They will begin to learn to orientate a map, identify key symbols and draw and follow routes</p> |

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## RE curriculum overview

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| <b>Autumn<br/>1</b> | <p><b>What makes us human?</b></p> <p>The children will explore ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives. They will reflect on what it means to be human and express their ideas by designing a book cover and blurb.</p>                                                  | <b>Autumn<br/>2</b> | <p><b>Where do our morals come from?</b></p> <p>The children will reflect on what it means to live a good life by considering ideas about right and wrong and the choices people make. They will investigate how some Jewish people use a tallit to remind them of guidance, explore similar meaningful objects and create their own moral code inspired by their learning.</p> |
| <b>Spring<br/>1</b> | <p><b>Is scripture central to religion?</b></p> <p>The children will examine how scriptures are used and valued by different people by investigating a range of religious texts and traditions. They will explore how sacred writings are treated with respect, consider their significance to believers and present their findings in a poster.</p>                        | <b>Spring<br/>2</b> | <p><b>What happens if we do wrong?</b></p> <p>The children will develop their previous learning about the role of God and moral guidance. They will explore the meaning of consequences for different people.</p>                                                                                                                                                               |
| <b>Summer<br/>1</b> | <p><b>Why is water symbolic?</b></p> <p>The children will investigate the symbolism of water by exploring its use in rituals, ceremonies and religious stories. They will consider what water represents to different people, create poetry inspired by its meaning and reflect on how beliefs about water can influence actions and attitudes towards the environment.</p> | <b>Summer<br/>2</b> | <p><b>Why is fire used ceremonially?</b></p> <p>The children will examine the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance. They will investigate Hindu fire rituals, create freeze frames to represent different ceremonies and design a candle to commemorate a special person or event.</p>                                    |

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## Spanish curriculum overview

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| <b>Autumn<br/>1</b> | <p><b>Spanish greetings with puppets</b></p> <p>Puppets will be used to practise a variety of Spanish greetings. The children will learn how to introduce themselves and say how they are feeling. They will perform a finger rhyme based on a Spanish puppet festival tradition.</p>                                                                                                        | <b>Autumn<br/>2</b> | <p><b>Spanish numbers and ages</b></p> <p>Through playing traditional Spanish counting games, the children will learn the numbers from one to twelve. They will discover how to give their age and ask others how old they are.</p>                                                                                                                                                                                                 |
| <b>Spring<br/>1</b> | <p><b>Shapes and colours in Spanish</b></p> <p>Taking inspiration from mosaic art of Barcelona and Granada, the children will describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.</p>                                                                                                                                          | <b>Spring<br/>2</b> | <p><b>Classroom objects in Spanish</b></p> <p>By playing speaking and listening games, the children will learn some basic classroom instructions. They will learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. They will learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.</p>   |
| <b>Summer<br/>1</b> | <p><b>Where do you live in Spain?</b></p> <p>Identifying different cities in Spain on a map, the children will learn to correctly pronounce their names in Spanish. They will deduce the names for different types of homes and learn to ask and respond to questions about where they live. Using a bilingual dictionary, they will find new vocabulary and create their own sentences.</p> | <b>Summer<br/>2</b> | <p><b>Journey around Latin America</b></p> <p>Following in the footsteps of 'Oscar el Oso' – Oscar the bear, the children will look at the map of Latin America and locate Spanish-speaking countries. They will find out the vocabulary of different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.</p> |

Please see the learning journey and long-term plan, which can be found on the website under 'Teaching and Learning: Our Curriculum'

## PSHE curriculum overview

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| <p><b>Autumn<br/>1</b></p> | <p><b>Being Me in My World</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Understand that they are important</li> <li>• Know what a personal goal is</li> <li>• Understand what a challenge is</li> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know that actions can affect others' feelings</li> <li>• Know that others may hold different views</li> <li>• Know that the school has a shared set of values</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Recognise self-worth</li> <li>• Identify personal strengths</li> <li>• Be able to set a personal goal</li> <li>• Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>• Make other people feel valued</li> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> </ul> | <p><b>Autumn<br/>2</b></p> | <p><b>Celebrating Difference</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know why families are important</li> <li>• Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> </ul> |
| <p><b>Spring<br/>1</b></p> | <p><b>Dreams and Goals</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</li> <li>• Know what an obstacle is and how it can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream/ambition</li> </ul>    | <p><b>Spring<br/>2</b></p> | <p><b>Healthy Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge; recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> </ul>                                          |

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|                 | <ul style="list-style-type: none"> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 | <ul style="list-style-type: none"> <li>• Respect their own bodies and appreciate what they do</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Summer 1</b> | <p><b>Relationships</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know the lives of children around the world can be different from their own</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul> | <b>Summer 2</b> | <p><b>Changing Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know that in animals and humans, lots of changes happen between conception and growing up</li> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child</li> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Can express how they feel about babies</li> <li>• Can describe the emotions that a new baby can bring to a family</li> <li>• Can express how they feel about puberty</li> <li>• Can say who they can talk to about puberty if they have any worries</li> <li>• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>• Can identify changes they are looking forward to in the next year</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul> |

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