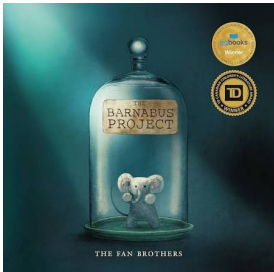
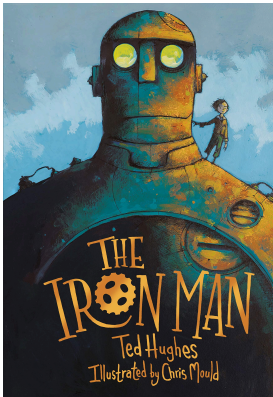
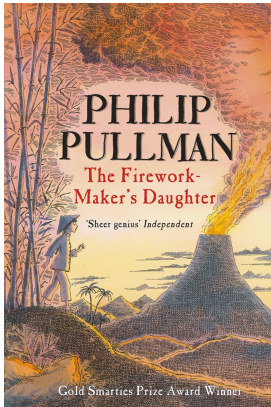
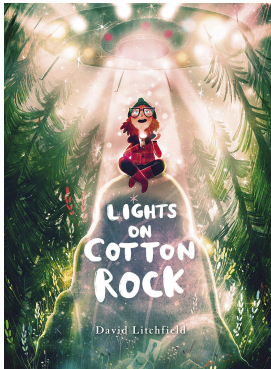
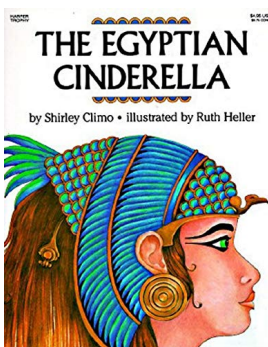
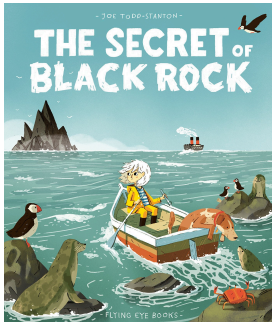


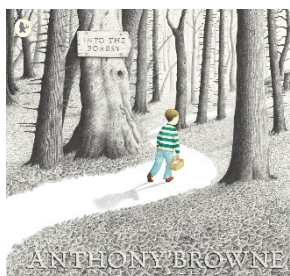
Year 3 Curriculum Map 2026-2027

Subject	Autumn	Spring	Summer	
English writing (Link to HIAS planning)	 The Barnabus Project By The Fan Brothers Writing Outcome: Character description Instructional writing	 The Iron Man By Ted Hughes Writing outcome: Narrative Poetry - various (simile poetry, limericks) Setting description -Writing is clear in purpose -Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -When planning, discuss and record ideas -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary -Evaluate and edit by assessing the effectiveness of their own and others' writing and	 The Firework Maker's daughter by Phillip Pullman Writing outcome: Character description Instructional writing  Lights on Cotton Rock By David Litchfield Writing outcome: Non-chronological report Police report (recount) -Select nouns and pronouns to provide clarity for the reader (phase 1)	 The Great Kapok Tree By Lynne Cherry Writing outcome: Story extract Persuasive letter -Use inverted commas to punctuate direct speech (phase 1) -Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation - Use fronted adverbials -Use commas after fronted adverbials New te  The Egyptian Cinderella By Shirley Climo Writing outcome: Diary (recount) Use simple organisational devices, e.g. headings and subheadings (phase 1) -Know when to use 'a' and 'an' (phase 1) -Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) -Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (Focus on past/present tense as needed by cohort - present perfect to be covered in Year 4) -Propose changes to grammar and vocabulary to improve consistency, including the  The Secret of Black Rock By Joe Todd-Stanton Writing outcome: Narrative  Lighthouse (A Literacy Shed film) Writing outcome: Non-chronological report -Use inverted commas to punctuate direct speech (phase 1) -In narratives, creates settings, characters and plot (phase 2) -Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation - Use fronted adverbials -Use commas after fronted adverbials

	dialogue), progressively building a varied and rich vocabulary - -Draft and write an increasing range of sentence structures (simple and compound) -Use some variation in sentence types (statement/ command/ question/ exclamation) -Proof-read for spelling and punctuation errors -Use irregular simple past-tense verbs e.g. awake / awoke (ongoing) -Indicate possession by using the possessive apostrophe with plural nouns (phase 2) - Use fronted adverbials of time (phase 3) -Use commas after fronted adverbials (phase 3)	suggesting improvements -Organise writing into logical chunks and write a coherent series of linked sentences for each -Draft and write an increasing range of sentence structures (simple and compound) -Use some variation in sentence types (statement/ command/ question/ exclamation) -Proof-read for spelling and punctuation errors -Use irregular simple past-tense verbs e.g. awake / awoke (ongoing) -Organise writing into logical chunks and write a coherent series of linked sentences for each Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Use conjunctions to express time, place and cause (phase 1)	-Use adverbs and prepositions to express time, place and cause - -Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		accurate use of pronouns in sentences - Use fronted adverbials to show time or place (Phase 3) -Use commas after fronted adverbials (phase 3)	
English reading (Link to HIAS planning)	<u>Weekly:</u> 1: Non-fiction History of Comic Books by The Literacy Shed 2: Contemporary poem Business as Usual by A.F. Harrold 3: Classic poem From a Railway Carriage by Robert Louis Stevenson 4: Contemporary fiction Autumn by Annabelle Sami 5: Contemporary fiction The Wolf and the Heron by Piers Torday	<u>Weekly:</u> 7: Classic poem The Moon by Robert Louis Stevenson 8: Non-fiction Top Trunks by The Literacy Shed Ayla Munro 9: Classic poem The Walrus and the Carpenter: Part One by Lewis Carroll 10: Classic poem The Walrus and the Carpenter: Part Two by Lewis Carroll 11: Contemporary fiction The Diwali Story by Adam Bushnell	<u>Weekly:</u> 13: Non-fiction Time by The Literacy Shed 14: Classic poems The Eagle and The Crocodile by Robert Louis Stevenson by Lewis Carroll 15: Contemporary fiction The Hunter by The Literacy Shed 16: Contemporary poem The Pencil Sharpener by Julie Hare 17: Classic poem My Shadow by Robert Louis	<u>Weekly:</u> 19: Non-fiction Rapunzel's Hairy Issue by The Literacy Shed 20: Classic fiction The Hare and the Tortoise by Aesop Fiona 21: Contemporary poem The Sssnake Hotel by Brian Moses 22: Contemporary fiction Droid by Kirsty Applebaum 23: Classic poem The Story of Fidgety Philip by Heinrich Hoffman	<u>Weekly:</u> 25: Classic poem Sick by Shel Silverstein 26: Contemporary fiction The Airman by Rachel Delahaye 27: Non-fiction The Truth About Cinderella by The Literacy Shed 28: Contemporary fiction The Lost Plane by The Literacy Shed 29: Classic fiction The Velveteen Rabbit by Margery Williams	<u>Weekly:</u> 31: Contemporary poem Forest School Elves by Julie Hare 32: Contemporary fiction Tremor by The Literacy Shed 33: Classic poem The Lion and Albert: Part One by Marriott Edgar 34: Classic poem The Lion and Albert: Part Two by Marriott Edgar

6: Non-fiction When Sci-Fi Became Reality by The Literacy Shed

Extended reading:



Into the Forest
Anthony Browne

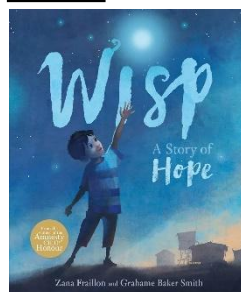


After the Fall
By Dan Santat

- Ask questions to improve their understanding of a text
- Use a range of known strategies appropriately to establish meaning in books that can be read independently
- Show understanding of the main points drawn from one paragraph

12: Contemporary fiction Winter Again by Annabelle Sami

Extended:



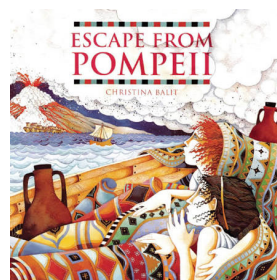
Wisp by Zana Brallion

Poetry

- Ask questions to improve their understanding of a text
- Use a range of known strategies appropriately to establish meaning in books that can be read independently
- Show understanding of the main points drawn from one paragraph
- Locate and retrieve information using skimming, scanning and text marking
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
- Discuss words and

Stevenson
18: Contemporary fiction The Ants and the Grasshopper by Piers Torday

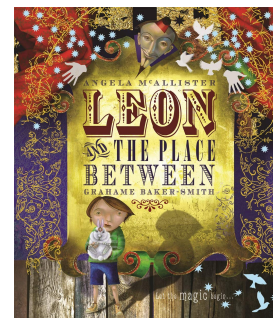
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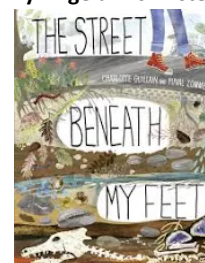
Escape from Pompeii
By Christina Ballit

- Identify how language, structure and presentation contribute to meaning (phase 1)
- Show understanding of the main points drawn from more than one paragraph
- Begin to recognise fact and opinion
- Begin to use vocabulary from the text to support responses and explanations
- Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions
- Justify inferences with evidence
- Demonstrate familiarity with a wide range of books, including fairy

24: Contemporary fiction Inside the Hive by The Literacy Shed



Leon and The Place Between
By Angela McAllister

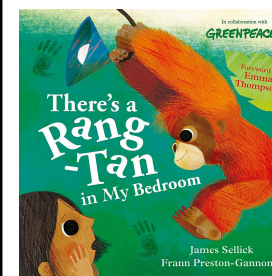


The Street Beneath our feet by Charlotte Guillain

- Use dictionaries to check the meaning of words that they have read (phase 1)- as part of writing learning journey
- Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions

30: Contemporary fiction Virgo's Got Talent by Maz Evans

Extended:



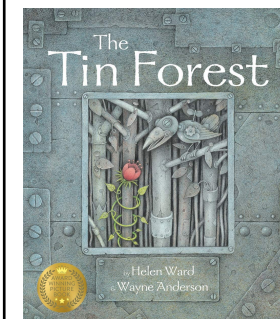
There's a Rang Tan in my bedroom
By James Sellick and Frann Preston-Gannon

- Retrieve and record information from non-fiction (linked to writing learning journey)
- Extract information and make notes
- Use specific vocabulary and ideas expressed in the text to support own views
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)

35: Contemporary fiction Incy Wincy by The Literacy Shed

36: Non-fiction Democracy by The Literacy Shed

Extended:



The Tin Forest
By Helen Ward



The Bee Book
By Charlotte Milner

- Retrieve and record information from non-fiction
- Extract information and make notes
- Use specific vocabulary and ideas expressed in the text to support own views
- Read aloud their own writing, to a group or the whole class, using appropriate intonation

	-Locate and retrieve information using skimming, scanning and text marking -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks -Predict what might happen from details stated and implied -Draw plausible inferences, often supported through reference to the text -Read books that are structured in different ways and show some awareness of the various purposes for reading (ongoing)	- phrases that capture the reader's interest and imagination -Predict what might happen from details stated and implied -Draw plausible inferences, often supported through reference to the text --Use dictionaries to check the meaning of words that they have read -Discuss the effect of specific language on the reader -Read books that are structured in different ways and show some awareness of the various purposes for reading (ongoing) - (phase 2)	- stories, myths and legends and retell some of these orally -Can explore and discuss underlying themes and ideas -Identify and name presentational devices in non-fiction(phase 1) taught through writing learning journey -Uses text features to locate information e.g. contents, indices, subheadings (taught through writing learning journey) - Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them -	- such as the triumph of good over evil and magical devices in fairy stories/ folk tales (phase 1) -Show understanding of the main points drawn from more than one paragraph -Begin to recognise fact and opinion (taught through writing learning journey) -Begin to use vocabulary from the text to support responses and explanations - Identify how language, structure and presentation contribute to meaning -Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions -Justify inferences with evidence -Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally -Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them		and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)
Maths	Place value	Multiplication and	Multiplication and	Measurement-	Fractions (contd)	Geometry

WhiteRose small steps

-Count from 0 in multiples of 4m 8m 50 and 100.
-Find 10 or 100 more or less than a given number
-Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
-Compare and order numbers up to 1000
-Identify, represent and estimate numbers using different representations.
-Read and write numbers up to 1000 in numerals and words
-Solve number problems and practical problems involving these ideas
Addition and Subtraction
-Add and subtract numbers mentally, including
-a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

- Add and subtract numbers with up to three-digits, using formal written methods of column addition and subtraction
-estimate the answer to a calculation and use inverse operations to

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 they know, including for two-digit numbers times one digit numbers, using mental methods and progressing to formal written methods (to be covered in yr 4, this was discussed with maths lead and felt to be appropriate for this cohort)
-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

Division (contd)

Measurement-money

-add and subtract amounts of money to give change, using both £ and p in practical contexts

Statistics

-interpret and present data using bar charts, pictogram and tables
-solve one step and two step questions (for example 'How many fewer? How many more?') using information presented in the scaled bar charts and pictograms and tables

length and perimeter

-measure, compare, add and subtract: lengths (m/cm/mm)
-measure the perimeter of simple 2d shapes

Fractions

-count up and down in tenths: recognise that tenths arise from dividing and object into 10 equal parts and 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
-add and subtract fractions with the same denominator within one whole (for example $5/7 + 1/7 = 6/7$)
-solve problems that involve all of the above

Measurement- time

-Tell and write the time from an analogue clock, using Roman numerals from I to XII and 12 and 24 hour clocks.
-estimate and read time time 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 each month, year and leap year
-compare durations of events (for example to calculate the time taken by particular events or tasks)

-draw 2d shapes and make 3d shapes using modelling materials; recognise 3D 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 two right angles make a half turn, three make three quarters of a turn and four 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

Mass and capacity

-measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)

	check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					
Science	Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of	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. Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	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. Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the	Forces and Magnets: -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Plants: -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements	

	the programme of study content: -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including		programme of study content: -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific	Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a	using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings. Longitudinal study: Is the amount of rainfall affected by the season?
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	oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.		language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.	variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.		
Geography	Why do people live near volcanoes?		Who lives in Antarctica? Describe and		Are all settlements the same? Locate the world's	

	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade		understand key aspects of: physical geography- climate zones describe and understand key aspects of: human geography, including: types of settlement and land use use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key	
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	links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
History		Would you have preferred to live in		Why did the Romans invade and settle in		What was important to ancient Egyptians?

		the Stone Age, Bronze Age or Iron Age?		Britain?		
Art	Painting and mixed media: Exploring texture with paint and collage		Painting and mixed media: Prehistoric painting		Drawing: Developing drawing skills	
	Skills to be applied throughout the year: Evaluate - Discuss own and other's work using an increasingly sophisticated use of art language. Reflect on their own work in order to make improvements.					
DT		Structures: Product packaging		Digital world: Wearable technology		Cooking and nutrition: Eating seasonally
Music	Ballads	Creating compositions in response to an animation	Developing singing techniques	Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
PE	Tag Rugby Archery Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Pupils should be taught to compare their performances with previous ones to achieve their personal best.	Multi skills Handball Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Pupils should be taught to compare their performances with previous ones to achieve their personal best.	Gymnastics/Dance Tri-golf Pupils should be taught to compare their performances with previous ones to achieve their personal best. Pupils should be taught to compare their performances with previous ones to achieve their personal best.	Volleyball Hockey Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Pupils should be taught to compare their performances with previous ones to achieve their personal best.	Swimming Cricket Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Pupils should be taught to compare their performances with previous ones to achieve their personal best.	Swimming Athletics Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. Pupils should be taught to compare their performances with previous ones to achieve their personal best.

	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations.	All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations.
Computing E- safety Toolkit > Resources > Year Group	Self image and identity I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. Online relationships I can describe ways people who have similar likes and interests can get together online.	.Online relationships I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images	Online reputation I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online Health, well-being and lifestyle	Health, well-being and lifestyle I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. Managing online information I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the	Managing online information I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's	Privacy and security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples. Copyright and ownership I can assess and justify when it is acceptable to use the work

	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	and videos. Online bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	of others I can give examples of content that is permitted to be reused and know how this content can be found online.
iLearn2	E-safety 1-2 hours Comic creation (3 hours) Add, resize and organise colour or picture backgrounds. Add, resize, organise characters/objects to different panels. Add narration using text and direct speech using speech bubbles.	Digital Storyboards (1 hour+) 1. Add and edit backgrounds. 2. Add and edit characters, including changing posture, expression and clothing. 3. Add narration and speech bubbles, including formatting text. 4. Duplicate objects to match scenes. 5. Search for objects to use. Digital art (4-6 hours) 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..	Programming in Scratch (4 hours) 1. Design, write and debug programs that accomplish specific goals. (Including outputs) 2. Use repetition in programs. 3. Work with various forms of inputs; keyboard, mouse and touch screen. 4. Write programs that simulate physical systems Music creation (3 hours) Create ascending and descending scales. Add chords evenly across the scales. Add arpeggios and melodies. Add a steady and even rhythm. Use sampled sounds to create an effective mix. Build beats, melody (tones) and effects.	Programming in Kodu (3-4 hours) 1. Create a 3D place using various design tools 2. Write a program to control a character using inputs 3. Write a program with conditions to create an if statement (If the character touches an object it will disappear) 4. Add a multi-player aspect 5. Write a program with variables (scoring system) 6. Program operators (equals) to achieve a score and win game. Document editing and creation (1-2 hours) Copy and paste text and images Find and replace words Format text for a purpose Edit images inside documents	3D design (3-5 hours) Understand and use 3D space on a grid. Re-create or design familiar 3D models using cubes, such as tables and chairs. Use chisel tool to improve and adapt models. Colour individual blocks or whole models.	Infographics (1-2 hours) 1. Understand what an infographic is and why we use them. 2. Search for and add suitable graphic elements. 3. Add and format suitable titles and text. 4. Label an image using arrows. Branching databases (1 hour) 1. Add and label objects. 2. Ask questions to sort (classify) objects correctly.

			SAFER INTERNET DAY Identify appropriate and inappropriate uses of AI and understand that people are responsible for how it is used.	Add bullet points to make lists Experiment with keyboard shortcuts		
RE	<u>Good & Evil</u> (Hinduism) Divali	<u>Faith</u> (Christianity) Annunciation	<u>Divine</u> (Christianity) Stories about Jesus's miracles	<u>Ritual</u> (Christianity) Paschal Candle	<u>Creation</u> (Christianity/Hinduism) Creation	<u>Protection</u> (Hinduism) Raksha Bandhan
<u>PSHE</u>	Me and My Relationships	Valuing Difference	Rights and Responsibilities	Keeping Myself Safe	Being my Best	Growing and Changing
MFL	French greetings Listen attentively to spoken language and show understanding by joining in and responding Understand and respond to written language from a variety of authentic sources Explore the patterns and sounds of language Engage in conversations, ask and answer questions Explore the patterns and sounds of language through songs and rhymes	French adjectives of colour, size and shape Develop accurate pronunciation Link spelling, sound and meaning of words Use basic language structures Begin to understand basic grammar (placement of adjectives) Engage in conversations, ask and answer questions Present ideas and information orally Broaden vocabulary using a dictionary Describe things orally, speak in sentences using familiar vocabulary,	French playground games- numbers and age Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language Appreciate stories, songs, poems and rhymes in the language Speak in sentences, using familiar vocabulary Read carefully and show understanding of words, phrases and simple writing Develop accurate pronunciation Link the spelling, sound and meaning of words	In a French classroom Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 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	French transport Link the spelling, sound and meaning of words Read carefully and show understanding of words, phrases and simple English Make comparisons with English Explore the patterns and sounds of language through songs and rhymes Present ideas and information orally to a range of audiences Engage in conversations; ask and answer questions Develop accurate pronunciation and intonation Write phrases from	A circle of life in French Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms Broaden vocabulary using a dictionary Speak in sentences using basic language structures Understand and respond to written language from an authentic source Understand patterns of language and how these differ from or are similar to English Adapt phrases to create new sentences, to express ideas clearly Describe people, places,

		understand basic grammar (adjectives)	Use language for practical communication; understanding spoken language from authentic sources	Engage in conversations; ask and answer questions Describe people, places, things and actions orally and in writing Adapt phrases to create new sentences Understand basic grammar appropriate to the language being studied and how these differ from or are similar to English Speak in sentences, using familiar vocabulary, phrases and basic language structures	memory, and adapt these to create new sentences, to express ideas clearly Speak in sentences, using familiar vocabulary, phrases and basic language structures Explore the patterns and sounds of language Understand basic grammar appropriate to the language being studied, including key features and how to apply these to build sentences; and how these differ from or are similar to English	things and actions orally and in writing
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