



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills Knowledge

Tyburn Curriculum Map
Cycle A

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Treasure Hunters Egyptians	The Amazing Americas	The Anglo Saxons	Blue Planet – Our Changing World	Horrible Histories The Vikings	Settlement and Land Use
Synopsis	<p>The unit will begin with the discovery of artefacts including clues about Howard Carter and his discoveries – children will develop lines of enquiry to identify what they are, time period etc. as well as explore Ancient Egypt by locating on a map and looking at its human and physical features (incl. the role of the River Nile), placing the time in history (where and when the first civilisations appeared). Their enquiry should lead them to discover the lives of Ancient Egyptians, focussing on the hierarchy in their society and rules that were enforced, exploring Egyptian beliefs e.g. afterlife, mummification, gods. They will find out about everyday life e.g. food, clothing, houses and entertainment, focusing on music and making Egyptian instruments, exploring how sound travels. They will present their findings based on their discoveries & evidence from artefacts and other sources. In computing, they will learn about coding in order to program a sprite using Scratch</p>	<p>This is a geography based unit where the children will learn about the physical and human features of North and South America. They will use maps and atlases to locate countries and major cities and compare these to where they live. Finally, they will locate and learn about the different wonders in America. In science they will identify and learn about different forces and magnets and investigate how they work. In art, they will learn about different American artists and recreate art work in their style. In computing, they will learn about networks and the internet and focus on how to stay safe online</p>	<p>During this theme pupils will find out all about England, where places are located, how they are accessed, why people might choose to live there etc. They will learn about the Anglo-Saxons & how England first got its name. They will also learn about forces and how they impact on travel and they will plan a journey from one part of the country to another based on their knowledge of places, forces and geographical skills. They will be able to apply maths skills in calculating measures & time. Their computing skills will design a webpage for England and why it is a good place to visit.</p>	<p>This theme will focus on living things and their habitats around the world, focusing mainly on sea life and consider how changes to an environment could endanger living things. They will use classification keys to group, identify and name living things within the ocean. Maps and atlases will be used to locate different seas and oceans as well as other biomes around the world. Children will consider the effects of climate change and the need for conservation. Children will think about human impact and how we can look after our world. They will create persuasive texts during English to promote the idea of conservation.</p>	<p>During this theme pupils will learn about the Viking invasion of Britain, about the resistance by Alfred the Great and Athelstan, first king of England and who Edward the Confessor is and about his death in 1066. They will also learn about electricity, how our understanding of electricity has changed over time and how to construct a working circuit. They will use their computing skills to design a webpage for England and why it is a good place to visit.</p>	<p>In this theme the children will head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlements.</p>



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Enrichment Opportunities	Egyptian Calligraphy	Mad Science visitor		Visit to aquarium	
Global Awareness	We will discuss the cultural practices and beliefs of the Egyptian people.	AI development throughout the world		Impact of waste on the oceans, ‘The Great Pacific Garbage Patch’	We will consider the concept of invasion and land ownership.
English	For further details of the English Curriculum please see the English Long Term Overview.				
Maths	For details of the Maths Curriculum please see the Maths Long Term Overview.				
	Shape 3D	Measures	Branching tree Venn diagrams	Coordinates	Measures Shape 3D
Science	Sound Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. .	Forces and magnets Pupils should be taught to: 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	States of matter Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Plants Pupils should be taught to: 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	Electricity Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors .
Learning Objectives	<ul style="list-style-type: none">• Explain how sound sources vibrate to make sounds• Explain how sounds travel to reach our ears. Describe how sounds change over distance <ul style="list-style-type: none">• Describe the pitch of a sound. <ul style="list-style-type: none">• Identify the best material for absorbing sound.	Identify forces as pushes and pulls Describe friction as a force that slows objects down Understand some objects are magnetic and some are not An investigation into magnet strength Identify the different poles of a bar magnet Understand that magnets will repel	<ul style="list-style-type: none">• Describe the properties of solids, liquids and gases.• Explain that melting and freezing are opposite processes that change the state of a material.• Explain that heating causes evaporation and cooling causes condensation.• Explain that the higher the temperature, the quicker water evaporates.• Explain what happens to water at the different stages of the water cycle.	Name the different parts of a plant and explain their function Investigate what plants need to grow well Make predictions, observations and draw conclusions Investigate and understand how water is transported through plants Name different parts of a flower and explain their part in pollination and fertilisation Understand and order the life cycle of a flowering plant	<ul style="list-style-type: none">• Explain how our understanding of electricity has changed over time;• To understand how to construct a working circuit• To be able to fault find if a circuit doesn’t work• To know and understand how a switch works• Draw circuit diagrams using the correct symbols and label the voltage correctly.• To understand the effects to adding different components into a circuit



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			<p>Name the different parts of a plant and explain their function</p> <p>Investigate what plants need to grow well</p> <p>Make predictions, observations and draw conclusions</p> <p>Investigate and understand how water is transported through plants</p> <p>Name different parts of a flower and explain their part in pollination and fertilisation</p> <p>Understand and order the life cycle of a flowering plant</p>			
	<p>I can make systematic and accurate measurements</p> <p>I know how sounds are made, travel and change</p>	<p>Independently makes careful observations and measurements.</p> <p>Can choose and use simple equipment provided appropriately.</p> <p>I understand that magnets are forces which attract and repel</p>	<p>Can present results in simple graphs and tables.</p> <p>I know the different states of matter and</p> <p>I can make systematic and accurate me</p>	<p>Independently makes careful observations and measurements</p> <p>I can describe the function of different parts of a plant</p> <p>I know what plants need in order to grow</p>	<p>Can suggest explanations using scientific knowledge and understanding.</p> <p>I can design a fair test with reasons</p> <p>I know the common components of a circuit and can explain how it works</p>	
History	<p>Ancient Egypt:</p> <p>Investigate how the Egyptian civilisation first formed. Identify and research the practices of how people lived in these times. To consider the lasting impact of the Egyptians on later societies.</p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</i></p>		<p>Anglo-Saxons</p> <p>Conflict, Society</p> <p>To understand that the Roman empire ended.</p> <p>To learn about key Anglo-Saxon invasions and settlements.</p> <p>We will find out about Anglo Saxon place names and village life.</p> <p>We will discuss the Christian conversion e.g. Lindisfarne</p> <p>▪ <i>Britain’s settlement by Anglo-Saxons and Scots</i></p>		<p>The Vikings</p> <p>Conflict, Monarchy</p> <p>What did the Vikings want and how did Alfred stop them from getting it?</p> <p>We will learn about the Viking invasion of Britain.</p> <p>We will learn about the resistance by Alfred the Great and Athelstan, first king of England.</p> <p>We will learn who Edward the Confessor is and about his death in 1066.</p>	



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			<ul style="list-style-type: none">▪ <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i>▪ <i>Anglo-Saxon art and culture</i> <p><i>Christian conversion – Canterbury, Iona and Lindisfarne</i></p> <p>We will find out about the British resistance, e.g. Boudica.</p>			
Learning Objectives	<ul style="list-style-type: none">• To analyse artefacts in order to understand more about this ancient civilisation• To know about famous people from the past – Why do we remember Tutankhamun today?• Understand what was important to people during ancient Egyptian times, e.g. mummification• To know Egyptians worshiped different Egyptian gods• Understand the use of hieroglyphs as a form of communication and recording.		<ul style="list-style-type: none">• To know who the Anglo-Saxons and Scots were and when and why they invaded Britain.• Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences• Describe key individuals at the time• Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.• Demonstrate an understanding of how life in Britain has been shaped by the Anglo-Saxons		<ul style="list-style-type: none">• Say where the Vikings came from and when they invaded Britain• Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. <p>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’</p> <p>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread</p> <p>Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p>	



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					<p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed</p> <p>Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably ‘great’ and justify their decision</p>	
	<p>Can recognise that there are many similarities and differences between societies.</p> <p>Can devise and ask questions about a time before they were born.</p>		<p>Can use dates and historical vocabulary appropriately when describing events from the past.</p> <p>Can answer questions about the past by looking at historical sources.</p> <p>Understands that there is a difference between local and world history.</p> <p>Can communicate information about periods beyond their experience.</p>		<p>Can show an understanding of some of the main events and changes in British History.</p> <p>Can identify similarities and differences between ways of life at different times.</p> <p>Can thoughtfully use a range of information to ask and answer historical questions</p> <p>Can use the appropriate historical terms to explain the passing of time.</p>	
<p>Geography</p>		<p>Amazing Americas</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the context of North and South America</p>		<p>Blue Planet- Our Changing World</p> <p>How is climate change affecting the world?</p> <p>Global Warming, the cause of wider climate change, presents new challenges on people and the environment. Global warming is the result of human activity but raises many geographical questions to discuss: What is the impact? Where and who does it affect? What can we do about it? What does the future hold?</p> <p>To use maps, atlases and globes to locate countries around the world and describe physical features</p>		<p>Settlement and Land Use</p> <p>To identify characteristics of different settlements and use maps and atlases to locate settlements in the UK</p> <p>To compare and contrast different locations and land use</p> <p>To draw maps using keys</p>



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Learning Objectives		<ul style="list-style-type: none"> • Use an atlas to find names of countries and cities • Identify similarities and differences between a place in North America and where they live (including climate) • Compare a city or region in North America and South America • Explain how latitude effects the geography and climate of a region • Identify ways a landscape has changed over time; • Describe key features of some wonders of the Americas. 		<ul style="list-style-type: none"> • <i>Identify, describe and explain why some communities (The Gambia) are being affected by changes in weather patterns and evaluate the impact on people</i> • Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels • Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places • Understand how and why countries around the world have acted to reduce global warming • Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions 		<ul style="list-style-type: none"> • What is a settlement and identify key features of a settlement site • Where would you settle? Explain why settlements develop in certain locations • Use maps to identify settlements built by invaders • Describe and compare how land is used in different settlements • To use maps to identify how settlements are linked
Assessment Statements		Use maps and atlases to locate and name countries and major cities		To recognise different biomes and describe their characteristics		<p>Can use a wide range of sources of evidence to study and compare a region in the UK</p> <p>Can identify types of settlements and describe land use and human activity in these places.</p>
Art	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> • Design and create a death mask • To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pencil drawing. • To draw details carefully using Egyptian death masks as inspiration • I can make a 3D model in the context of modelling masks in papier mache. • To improve painting techniques through painting an Egyptian mask 	<p>Americas North American Art Patterns/Totem Poles</p> <p>Painting/Drawing – making marks and lines with a range of drawing implements. Watercolour illustrations.</p> <ul style="list-style-type: none"> ▪ To learn about great artists, architects and designers in history ▪ To improve mastery of art and design techniques, including drawing, painting ▪ To create sketch books to record observations and use them to review and revisit ideas. 	<p>Anglo Saxons</p> <p>Painting/drawing using a range of media (pastels etc) Tell stories through art Art based on the Bayeux Tapestry</p> <p>Collage Create Anglo Saxon Broaches using a range of different media</p>	<p>Blue Planet</p> <p>Artist Study - Angela Haseltine Pozzi</p> <p>Sculpture – Ocean sculptures from recyclable materials</p> <ul style="list-style-type: none"> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> <ul style="list-style-type: none"> • To research and evaluate the work of artists (Angela Haseltine Pozzi) • Use sketch books to refine their own ideas using artists' work for inspiration • To select and join materials to create sculpture 	<p>Vikings:</p> <p>Pattern and Form</p> <p>Design and create Viking image</p>  <p>Design and create a Viking Tapestry</p>	<p>Print –Create printing blocks using a relief or impressed method. Design and print a repeating mosaic pattern.</p> <ul style="list-style-type: none"> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> ▪ <i>taught about great artists in history (Andy Warhol-modern comparison)</i>

				<ul style="list-style-type: none"> To evaluate own and others' work 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	
Assessment Statements	<p>Can draw accurately to develop ideas</p> <p>Can create a 3d model</p>	Knows some famous artists		Understands how digital tools can be used to modify images.	Can use different techniques, colours and textures when designing and making a piece of work.	Can print with two colour overlays.
D & T	<p>Ancient Egypt:</p> <p>Unit Year 3/4: Structures -Shell Structures</p> <p>Structures - Egyptian Tombs/Pyramids</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 	<p>Unit Year 3/4: Electrical Systems - Simple circuits and switches</p> <p>Circuits – Robot Light-Up Eyes</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design 	<p>Structures</p> <p>Design and make and Anglo-Saxon house</p>		<p>Vikings: Viking Long Boat</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> 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] 	



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	<ul style="list-style-type: none"> investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> 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] 				
Assessment Statements	Can explore how a structure can be made stiffer and more stable. (Technical knowledge)	Knows and uses technical knowledge and vocabulary related to electrical systems			Can create mechanical systems such as levers and linkages or pneumatic systems that create movement. (Technical knowledge)	
Music	<p>Year 3 Creating compositions in response to an animation (Theme: Mountains)</p> <p>Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.</p>	<p>Year 4 Samba and carnival sounds and instruments (Theme: South America)</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>Year 3 Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies</p> <p>Can listen with detail to French songs and recall sounds with increasing accuracy</p>	<p>Year 4 Haiku, music and performance (Theme: Hanami festival)</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.</p>	<p>Year 3 Developing singing technique (Theme: the Vikings)</p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions</p> <p>Can recognise and show appreciation of music from other traditions.</p>	<p>Year 4 Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>
Computing	<p>Kapow Y4 Computer Science/Information Technology</p> <p>Programming: Computational Thinking</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including 	<p>Kapow Y3 Digital Literacy/Information Technology</p> <p>Computing systems and networks: Networks and the internet</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, 	<p>Kapow Y4 Digital Literacy/Information Technology/Computer Science</p> <p>Creating Media: Website Design</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Kapow Y3 Digital Literacy</p> <p>Creating Media: Video Trailers</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) 	<p>Kapow Y4 Digital Literacy</p> <p>Computing Systems and networks: Collaborative Learning</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the 	<p>Kapow Y4 Computer Science</p> <p>Programming: Further Coding with Scratch</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating



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	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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>I can design an algorithm.</p> <p>I can use logical reasoning to explain how simple algorithms work and the purpose of an algorithm.</p>	<p>such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Kapow Y4</p> <p>Online safety</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> 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>I know the features of a website and can explain simply how a website is made.</p>	<p>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> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>I can take photographs, edit these to add at least one other element and use these in a video to tell a story.</p>	<p>world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> 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>I understand that software can be used collaboratively online to work as a team.</p>	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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>I can use a systematic approach to debugging code.</p>
PE/Games	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones 	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending



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Skills
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	<ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>improvement to achieve their personal best</p> <p>I can understand the simple tactics of attacking and defending. (Cognitive)</p> <p>I can use my awareness of space and others to make good decisions (Cognitive)</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>I can select and apply a range of skills with good control and consistency. (Applying Physical Skills)</p> <p>I can link actions together so that they flow in running, throwing and jumping activities (Applying Physical Skills)</p>	<p>and demonstrate improvement to achieve their personal best</p>	PE Session 2: Real PE (Health and Fitness)
MFL	<p>Year 3 Unit 1 Lightbulb languages Greetings and introductions</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingengage 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 structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryunderstand 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.	<p>Year 3 Unit 2 Lightbulb languages Games and songs</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingappreciate stories, songs, poems and rhymes in the languageexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>I can recall simple songs.</p>	<p>Year 3 Unit 3 Lightbulb languages Celebrations</p> <ul style="list-style-type: none">read carefully and show understanding of words, phrases and simple writingpresent ideas and information orally to a range of audiences*speak in sentences, using familiar vocabulary, phrases and basic language structuresbroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>I can recall, retain and use vocabulary.</p> <p>I can use correct pronunciation of words.</p>	<p>Year 3 Unit 4 Lightbulb languages Body parts</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingengage 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 structuresbroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryunderstand 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. <p>I can repeat words modelled by the teacher.</p> <p>I can recall simple language.</p>	<p>Year 3 Family and friends</p> <ul style="list-style-type: none">write phrases from memory, and adapt these to create new sentences, to express ideas clearlydescribe people, places, things and actions orally* and in writing Languagesspeak in sentences, using familiar vocabulary, phrases and basic language structuresengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryunderstand 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. <p>I can repeat words modelled by the teacher.</p> <p>I can recall and write simple language.</p>	



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

	I can listen with care.					
RE	Christians Why is the Bible important for Christians today? Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (C3)	Christians & Hindus Why do some people think that life is like a journey & what significant experiences mark this?	Christians & Hindu's Why do people pray? Describe the practice of prayer in the religions studied. (A2)	Hindu & Humanists What can we learn from religions about deciding what is right & wrong? Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (B1)	Hindu What do's it mean to be a Hindu in Britain today? Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (B2)	
PSHE	Family and Relationships Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping • Respect & manners • Healthy friendships • My behaviour • Bullying I can make judgements about the decision I make.	Unit Citizenship Responsibility • Rights of the child • Rights and responsibilities • Caring for the environment Community • Local community groups • Charity • Diverse communities Democracy • Local democracy • Rules I understand how well I work with others.	Economic Well being Money • Ways of paying • Budgeting • How spending affects others • Impact of spending • Looking after money Career and aspirations • Jobs and careers • Gender and careers • Influences on career choices I can begin to understand how to manage money.	Health and Wellbeing • Diet and dental health • Relaxation • Who am I? • My superpowers • Breaking down barriers • Emotions • Mental health I understand and manage my feelings.	Safety and the changing body Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about • Online restrictions • Privacy and secrecy • What makes me 'me'? • How are we different from each other? • The changing adolescent body (puberty) I understand how my actions have consequences. I understand how we change as we grow up	Transition Unit