



Welcome to Year 3



THE SCHOOL CURRICULUM

This booklet gives you information about the Year 3 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ **@klz.org.uk**

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Miss Laura Brown	Otter class
Mrs Karen Brown	Pilot Whale
Miss Sam Coomber	Phase Leader

WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager

Leigh Cawe Attendance

Diane Mills Admissions

Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher

Catherine McLaughlin Deputy Headteacher

Louisa Jones Assistant Headteacher (*Teaching*)

Gillie Russell Assistant Headteacher (*Inclusion*)

SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

Where is Africa

The children will be looking at the huge continent of Africa. They will learn about the people, culture and music of the various regions and compare the continent to our own life in the UK.

Term 6

How does Africa overcome its natural disasters?

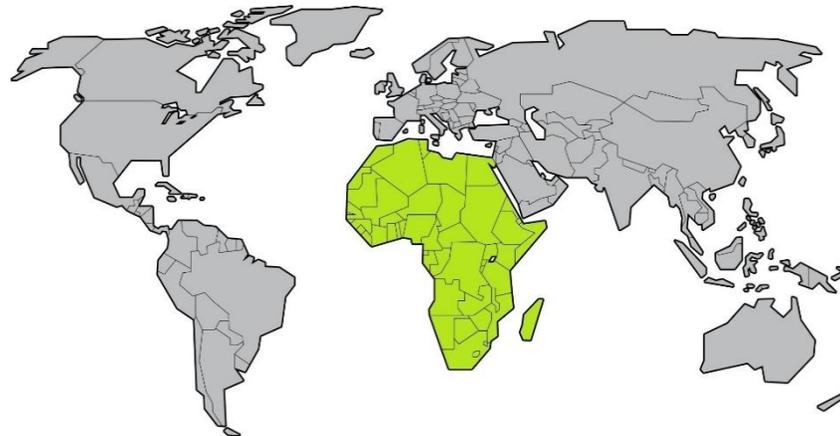
Over the term we will look at a range of natural disasters such as drought, famine, earthquakes and volcanoes. The children will learn how people live with such problems and how the world helps to overcome these terrible disasters.

Term 2

How did civilisation start?

The children will look back to the dawn of civilisation. They will learn how life began in Africa and how Early man spread across the globe. They will focus on the stone and Iron age and how this changed the world.

Year 3



Africa

Term 5

What is the impact of African Art?

The children will study a range of African Art including drawing, painting, music and dance. They will look at how the art reflects African culture and how we can communicate our feelings, emotions and culture through our own art.

Term 3

How did the Egyptians get so smart?

The children will learn about Egypt and in particular how their culture flourished and advanced so quickly. They will learn about the Ancient Egyptian culture and how important the river Nile is for their life.

Term 4

What is the importance of Rivers?

The children will look at major rivers in Africa such as the Nile. They will look at the water cycle and how these are so important for life. They will compare them to UK rivers and how we use these today.

READING

'Being a Reader' Pupils should be taught:

READING FOR PLEASURE/ DECODING

- a. Develop a positive attitude to reading and understand what is read.
- b. Listen to and read a wide range of books , including fairy tales, myths and legends, and retell some of these orally.
- c. Read books that are structures in different ways.
- d. Ask questions to improve understanding.
- e. Read more exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- f. Prepare poems and play scripts to read aloud and to perform , showing understanding through intonation, tone, volume and action.

DEDUCE AND INFER

- a. Locate information by skimming and scanning.
- b. Retrieve and record information from a text.
- c. Draw inferences such as inferring character's feelings , thoughts and motives from their actions.
- d. Justify inferences from evidence.
- e. Predict what might happen from details stated and implied.
- f. Summarise and explain the main points in a text, referring back to the text to support this.
- g. Identify main themes from one paragraph and summarise.

LANGUAGE FOR EFFECT

- a. Use dictionaries to check the meaning of words that they have read.
- b. Identify how language structure and presentation contribute to meaning .
- c. Explain why authors use certain words and phrases
- d. Identify language features of some different text types.

THEMES

- a. Identify themes and conventions in a wide range of genres.
- b. Recognise some different forms of poetry.
- c. Identify differences between fiction and non-fiction genres.
- d. Discuss and explain the meaning of words in context.

WRITING

'Being a Writer' Pupils should be taught:

TRANSCRIPTION

- a. Meet Year 3 spelling expectations (see Appendix A)
- b. Write legibly with letters of consistent size and orientation in a cursive style.
- c. Can use the first two or three letters of a word to check its spelling in a dictionary.

SENTENCE

- a. Understand term word classes
- b. Use pronouns appropriately for clarity.
- c. Express time, place and cause using conjunctions (when,before,after), adverbs (then, next, soon) or prepositions (before, after, during)
- d. Identify the main and subordinate clause in a sentence
- e. Use paragraphs as a way to group related material
- f. Use imperative, regular and irregular verbs accurately when required in a range of genre.
- g. Write, from memory, simple sentences dictated by a teacher with the correct punctuation.
- h. Use the determiner a/an correctly in all forms of writing.

VOCABULARY, GRAMMAR AND PUNCTUATION

- a. Understand the word 'omit ; mission, possess; possession' in relation to the use of apostrophes.
- b. Use a variety of punctuation for effect.
- c. Use inverted commas to punctuate direct speech.
- d. Use a comma to mark a pause in a complex sentence
- e. Use apostrophes accurately when spelling contractions.

LANGUAGE FOR EFFECT

- Can confidently use a range of sentence openers to create variety and effect.
- Confidently use a range of adjectives and adverbs to create variety and effect.

COMPOSITION

- Can plan, compose and rehearse on writing.
- Can use the features of non-narrative material.
- Can create settings, character and plot in narrative writing.
- Can write in a variety of genre.

Y3 SPELLING WORD LIST

accident	caught	early	grammar	knowledge	often	probably	straight
(ally)	centre	earth	group	learn	opposite	promise	strange
actual	century	eight/eighth	guard	length	ordinary	purpose	strength
(ly)	certain	enough	guide	library	particular	quarter	suppose
address	circle	exercise	heard	material	peculiar	question	surprise
answer	complete	experience	heart	medicine	perhaps	recent	therefore
appear	consider	experiment	height	mention	popular	regular	though/
arrive	continue	extreme	history	minute	position	reign	although
believe	decide	famous	imagine	natural	possess	remember	thought
bicycle	describe	favourite	increase	naughty	(ion)	sentence	through
breath	different	February	important	notice	possible	separate	various
breathe	difficult	forward(s)	interest	occasion	potatoes	special	weight
build	disappear	fruit	island	(ally)	pressure		woman/
busy/							women
business							
calendar							

NUMBER

‘Being a Mathematician’ Pupils should be taught:

NUMBER – NUMBER AND PLACE VALUE

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, 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 in words
- solve number problems and practical problems involving these ideas.

NUMBER – ADDITION AND SUBTRACTION

- add and subtract numbers mentally, including:
 - a three-digit number and 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 columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

NUMBER – MULTIPLICATION AND DIVISION

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

integer scaling problems and correspondence problems in which n objects are connected to m objects.

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- a. count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- b. recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- c. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- d. recognise and show, using diagrams, equivalent fractions with small denominators
- e. add and subtract fractions with the same denominator within one whole
- f. compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above.

MEASUREMENT

MEASUREMENT

- a. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- b. measure the perimeter of simple 2-D shapes
- c. add and subtract amounts of money to give change, using both £ and p in practical contexts
- d. tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- e. estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- f. know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example to calculate the time taken by particular events or tasks].

GEOMETRY

GEOMETRY – PROPERTIES OF SHAPES

- a. draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- b. recognise angles as a property of shape or a description of a turn
- c. 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.

STATISTICS

STATISTICS

- a. interpret and present data using bar charts, pictograms and tables
- b. solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

SCIENCE

'Being a Scientist' Pupils should be taught:

SCIENCE.L-KS2.1. ASKING QUESTIONS

Ask relevant questions and use different types of scientific enquiries to answer them.

SCIENCE.L-KS2.2. INVESTIGATING

Set up simple practical enquiries, comparative and fair tests

SCIENCE.L-KS2.3. OBSERVING

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

SCIENCE.L-KS2.4. RECORDING

Gather, record, classify and present data in a variety of ways to help in answering questions and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

SCIENCE.L-KS2.5. ANALYSING DATA

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

SCIENCE.L-KS2.6. DRAWING CONCLUSIONS

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.

'Knowledge, skills & understanding'

YEAR 3. Pupils should be taught:

SCIENCE.Y3.1. 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.

SCIENCE.Y3.2. 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.

SCIENCE.Y3.3. 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 in rock
- Recognise that soils are made from rocks and organic matter

SCIENCE.Y3.4. 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.

SCIENCE.Y3.5. 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.

DESIGN & TECHNOLOGY

'Being a Designer' Pupils should be taught:

DT.KS2.1. Design

- a. 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.
- a. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT.KS2.2. Make

- a. select from and use a wider range of tools and equipment to perform practical tasks accurately.
- b. 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.

DT.KS2.3. Evaluate

- a. investigate and analyse a range of existing products.
- b. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- c. understand how key events and individuals in design and technology have helped shape the world.

'Knowledge, skills & understanding'

YEAR 3 should be taught:

DT.Y3.1.

apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

COMPUTING

'Being a Programmer' Pupils should be taught:

'Being a Programmer' Pupils should be taught:

COMPUTING. KS2.1.

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

COMPUTING. KS2.2.

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.

COMPUTING. KS2.3.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

'Knowledge, skills & understanding'

YEAR 3. should be taught:

COMPUTING. Y3.1.

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

HISTORY

HISTORY.KS2.1. Chronology

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

HISTORY.KS2.2. Historical Comparison

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

HISTORY.KS2.3. Historical Enquiry

- a. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- b. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

c. They should understand how our knowledge of the past is constructed from a range of sources.

HISTORY.KS2.4.

a local history study: a depth study linked to one of the British areas of study listed below. This could include: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) or a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

'Knowledge, skills & understanding'

YEAR 3 Pupils should be taught:

HISTORY.Y3.1.

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared

HISTORY.Y3.2.

changes in Britain from the Stone Age to the Iron Age. This could include: late Neolithic hunter-gatherers and early farmers

HISTORY.Y3.3.

a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

GEOGRAPHY

'Being a Geographer' Pupils should be taught:

GEOGRAPHY.KS2.1. Geographical locations

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY.KS2.2. Physical Geography

describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

GEOGRAPHY.KS2.3. Human Geography

describe and understand key 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

GEOGRAPHY.KS2.4. Map Skills

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- b. use the 8 points of a compass, 4- and 6-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

GEOGRAPHY.KS2.5. Geographical fieldwork

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

'Knowledge, skills & understanding'

YEAR 3 should be taught:

GEOGRAPHY.Y3.1

locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

GEOGRAPHY.Y3.2.

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

GEOGRAPHY.Y3.3.

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

RE

'Being an Informed & Tolerant Individual' Pupils are taught:

RE KS2.1. Learning about religion.

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

RE KS2.2. Learning about religion.

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

RE KS2.3. Breadth of Study

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through the creative and expressive arts, and ICT;
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

'Knowledge, skills & understanding'

YEAR 3 should be taught:

RE.Y3.1. Beliefs & questions.

how people's beliefs about God, the world and others impact on their lives

RE.Y3.2. Teachings and authority

what sacred texts and other sources say about God, the world and human life

RE.Y1.3. Worship, pilgrimage and sacred places.

where, how and why people worship, including at some particular sites

PSHCE

'Being Healthy with High Wellbeing' Pupils should be taught:

Healthy Lifestyles

- Y3.2. About making informed choices in relation to their health
 Y3.3. About opportunities they have to make their own choices about food. About what makes up a balanced diet
 Y3.12. About bacteria and viruses. How to reduce the spread of bacteria and viruses

Keeping Safe

- Y3.9. About risk, danger and hazard
 Y3.14. About asking for help. techniques to resist pressure. About different kinds of negative pressure
 Y3.15. About school rules for health and safety. About where and how to get help
 Y3.21. strategies that keep us safe
 Y3.22. About physical, emotional and online safety. About the importance of personal safety
 Y3.23. About people who help them stay healthy and safe. About ways that they can help these people

Growing & changing

- Y3.5. About ways to celebrate achievements. About personal strengths and areas for development
 Y3.6. About feelings that are good and not so good. How we can manage these feelings
 Y3.8. About the kinds of change that happen in life. How feelings of loss and grief may be expressed

'Having Positive Relationships' Pupils should be taught:

Feelings & Emotions

- Y3.1. About different kinds of feelings
 Y3.9. About the concept of keeping something confidential or secret
 Y3.15. How to recognise and manage dares

Valuing Difference

- Y3.4. About different types of relationships

- Y3.13. About differences and similarities between people
- Y3.14. About the nature and consequences of hurtful behaviour and bullying
- Y3.10. How to listen and respond respectfully to a wide range of people. About recognising and caring about other people's feelings

Healthy Relationships

- Y3.2. About how to develop and maintain healthy relationships
- Y3.8. About acceptable and unacceptable physical contact. How to respond to unacceptable physical contact.
- Y3.11. About working collaboratively
- Y3.7. How our actions can affect ourselves and others
- Y3.12. About solving disputes and conflict through negotiation and appropriate compromise
- Y3.16. About stereotypes

'Being part of The Wider Community' Pupils should be taught:

Rights & Responsibilities

- Y3.1. How to discuss and debate issues concerning health and wellbeing
- Y3.2. About the ways in which rules and laws keep us safe
- Y3.3. That everyone has human rights
- Y3.4. That human rights take precedence over other national laws, family and community practices
- Y3.5. that different cultures can have different practices and traditions
- Y3.6. About the consequences of anti-social behaviours
- Y3.7. About different kinds of responsibilities and rights
- Y3.8. About resolving differences
- Y3.11. About the range of national, regional, religious and ethnic identities in the UK
- Y3.17. About how the media present information

Taking Care of the Environment

- Y3.1. About topical issues, problems and events concerning health and wellbeing
- Y3.7. About rights, responsibilities and duties we have to take care of the environment
- Y3.9. About being part of a community
- Y3.10. About different groups that support health and wellbeing
- Y3.12. How other people live in different parts of the world
- Y3.15. About how resources are allocated and the effect this has on individuals and their communities

Money Matters

- Y3.13. About the role of money in their own and others' lives
- Y3.14. About concepts related to money
- Y3.16. How what it means to be 'enterprising'

PE

'Being an Athletic' Pupils should be taught:

PE.KS2.1.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

PE.KS2.2.

They should enjoy communicating, collaborating and competing with each other.

PE.KS2.3.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

PE.KS2.4.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

'Knowledge, skills & understanding'

YEAR 3 Pupils should be taught:

PE.Y3.1. Team Games

play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

PE.Y3.2. Gymnastics

Develop flexibility, strength, technique, control and balance

PE.Y3.3. Athletics

use running, jumping, throwing and catching in isolation and in combination

PE.Y3.4. Dance

Perform dances using a range of movement patterns

COOKING & NUTRICIAN

'Being a Cook' Pupils should be taught:

COOKING.KS2.1.

understand and apply the principles of a healthy and varied diet

COOKING.KS2.2.

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

COOKING.KS2.3.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART

'Being an Artist' Pupils should be taught:

ART. KS2.1

pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to Create natural forms such as shells, leaves, flowers and animals

ART. KS2.2.

to create sketch books to record their observations and use them to review and revisit ideas

ART.KS2.3.

about great artists, architects and designers in [HISTORY](#)

'Knowledge, skills & understanding'

YEAR 4 Pupils should be taught:

ART.Y3.1.

to improve their mastery of art and design techniques in **drawing**

MUSIC

'Being a Musician' Pupils should be taught:

MUSIC.KS2.1.

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory

MUSIC. KS2.2.

develop an understanding of the [HISTORY](#) of music.

MUSIC. KS2.3.

Pupils should be taught to play musically with increasing confidence and control.

a. *Occarina*

'Knowledge, skills & understanding'

YEAR 3 Pupils should be taught:

MUSIC.Y3.1.

Pupils should be taught to sing and play musically with increasing confidence and control.