



Year 3 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
Topics	Topics	Topics	Topics	Topics	
  					
Skills	Skills	Skills	Skills	Skills	Skills
<p>Make inferences about characters and predict outcomes.</p> <p>Summarise main ideas and analyse language and structure.</p> <p>Prepare and perform poems and play scripts.</p> <p>Narrative/Poetry/Information texts</p>	<p>Use knowledge of root words, prefixes, and suffixes to read and understand new words.</p> <p>Read books for different purposes and structures.</p> <p>Instruction writing/adventure stories</p>	<p>Retrieve information from non-fiction texts.</p> <p>Participate in discussions about both read-aloud and independent reading materials.</p> <p>Narrative/Information text</p>	<p>Listen to and discuss various types of literature.</p> <p>Explore diverse genres and retell stories orally.</p> <p>Portal story</p>	<p>Use dictionaries to check word meanings.</p> <p>Participate in discussions about both read-aloud and independent reading materials.</p> <p>Narrative - Adventure story.</p>	<p>Read books for different purposes and structures.</p> <p>Listen to and discuss various types of literature.</p> <p>Letter writing - the environment</p>

English Writing					
There are opportunities throughout the year for writing. E.g. based on a class reader, or a finished piece might be different in each class just meeting same objectives.					
Topics	Topics	Topics	Topics	Topics	Topics
<p>Recount – Summer holiday.</p> <p>Little Mouse's Big Book of Fears.</p> <p>Recount</p> <p>Description – emotion.</p>	<p>The Hodgeheg</p> <p>Write an adventure story.</p> <p>Include noun phrases.</p> <p>Direct speech.</p> <p>Paragraphing</p>	<p>Recount – Winter holiday.</p> <p>The Witches.</p> <p>Noun phrases.</p> <p>Expanded noun phrases.</p>	<p>Using a model text to write about entering a different place through a portal (TES) - magical picture.</p> <p>Openers.</p>	<p>Descriptive writing – Train Adventure Story.</p> <p>Character description. Long, descriptive sentences</p>	<p>Literacy Shed – Opinion writing about population growth.</p> <p>Geography – (using Digimaps) To form and justify opinions.</p>

Place Value Addition and Subtraction	Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money	Time Shape Statistics
Skills	Skills	Skills	Skills	Skills	Skills
<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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.</p> <p>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.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p>	<p>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.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>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.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].</p> <p>Compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour time clocks.</p> <p>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.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>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.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>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.</p>

Science					
Topics	Topics	Topics	Topics	Topics	Topics
Plants	Rocks	Forces and Magnets	Animals including Humans	Light	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		<p>everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		
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Humanities					
Topics	Topics	Topics	Topics	Topics	Topics
Geography: Climate Zones	History: Stone Age	Geography: Coasts	History: Iron Age	Geography: Mapping skills/ Environment	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Saudi Arabia and contrasting countries.</p> <p>Describe and understand key aspects of: climate zones, biomes.</p> <p>Human geography, including: types of settlement and land use.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day by the wider world.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p> <p>Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of Saudi Arabia and contrasting countries, including the UK.</p> <p>Human geography, including: types of settlement and land use.</p> <p>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.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Human geography, including: types of settlement and land use.</p> <p>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.</p>	

Computing					
Topics	Topics	Topics	Topics	Topics	Topics
Coding Touch Typing	Internet Safety	Spreadsheets	Email	Databases Simulations Graphing	
Skills	Skills	Skills	Skills	Skills	Skills
Use technology purposefully to create, organise, store, manipulate and retrieve	Use technology safely, respectfully and responsibly; recognise	Select, use and combine a variety of software (including internet services) on a	Use technology safely, respectfully and responsibly; recognise	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	

<p>digital content.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p>	<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>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>
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Art					
Topics	Topics	Topics	Topics	Topics	Topics
Formal Elements of Art Stone Age	Colour theory Iron Age Bronze Age	Coasts	Our world Famous Artists Composition	Formal Elements of Art Principles of Design	
Skills	Skills	Skills	Skills	Skills	Skills
Describe how paint was made in the Stone Age. Mix a light wash using watercolours for a background. Create Symbols and colours in oil pastel which are consistent with cave paintings. Recall the story of the caves of Lascaux and work in a group to recreate it on a large paper. Cross-curricular, humanities.	Ability to mix 2 colours and white to make 1 new colour and 4 tints to paint a sunset. Value scale understood and achieved in sunset – light to dark. Cross-curricular; humanities, Stonehenge.	Closely observe natural objects and draw them from firsthand sources. (shells). Use a variety of media and papers to draw and paint coastal objects. (shells and starfish). Refine ability to use charcoal, soft pastel, oil pastel, pen and water colour paint. Cross-curricular; humanities.	Identify the characteristics of Folk Art and become familiar with the work of Heather Galler. Understand the term perspective and be able to use perspective when drawing a landscape. Take inspiration from the artist reference and draw and colour patterns in the style of Heather Galler onto the landscape. Cross-curricular – Our world.	Achieve movement in a daffodil painting using line and balance. Control the use of ink when applying colour to a piece of art. Choose the correct size brush for larger and smaller areas of a piece of art. Cross-curricular; English, listening to stories and folklore about daffodils in different cultures.	Use line and shape to create intricate patterns in black and white. Refine drawing skills by using more detail in the artwork. Cross-curricular; PSHE mindfulness.

Music					
Topics	Topics	Topics	Topics	Topics	Topics
Composition	Exploring Rhythmic Patterns	Exploring Arrangements Composers	Exploring Pentatonic Scales	Exploring Sound Colours Musical Elements	Exploring Singing Games Performance Ostinato
Skills	Skills	Skills	Skills	Skills	Skills
Selecting descriptive sounds to accompany a poem. Creating a musical re-telling of a poem. Singing in two-part Harmony. Accompanying a song with a melodic ostinato. Exploring timbre to create a descriptive piece of music. Learning about ternary form. Singing a song with expression.	Learning how sounds are produced and how instruments are classified. Learning about Aerophones. Understanding musical conversation structure. Learning how sounds are produced and how instruments are classified. Learning about Idiophones. Developing an understanding of call and response.	Improve ability to analyse music. To better understand the musical elements. Understanding pitch. Learning to read simple. Understanding and using pitch notations. Reading simple rhythm Notation. Learning a Tudor dance. Representing sounds with	Understanding the pentatonic scale. Using graphic notation with the pentatonic scale. Understanding pitch through composing, notating and reading graphic notation. Performing a pentatonic song with tuned and untuned accompaniment. Exploring the pentatonic Scale. Playing in steps using graphic notation.	Understanding call and response structure. Performing word rhythms. Exploring sounds. Singing in two parts. Performing call and response structure. Exploring sounds. Understanding pitch through melody. Developing a song.	Exploring simple accompaniments using beat and rhythm patterns. Using a score and combining sounds to create different musical textures. Exploring different types of accompaniment. Sing from memory with accurate pitch.

<p>Developing the lyrics of a song.</p> <p>Choosing timbre to make an accompaniment.</p> <p>Combining chants and sound pictures in a class performance in rondo structure.</p> <p>Understanding how music can be organised in sequences.</p> <p>Using voices and actions to perform simple rhythms within a steady beat.</p> <p>Understanding how music can be organised in layers.</p> <p>Combining rhythms in Layers.</p>	<p>Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.</p>	<p>Symbols.</p> <p>Using voices creatively and expressively.</p> <p>Creating and performing from a symbol score.</p>	<p>Identifying the metre in a piece of music.</p> <p>Playing independent parts in more than one metre simultaneously.</p> <p>Identifying and performing an ostinato.</p> <p>Improvising to an ostinato accompaniment.</p> <p>Performing rhythmic ostinati individually and in combination.</p>	<p>Understanding pitch through singing and playing a melody.</p> <p>Recognising pitch shapes.</p> <p>Reading notations to play a melody.</p>
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PE					
Topics	Topics	Topics	Topics	Topics	Topics
Fitness Football	Handball Netball	Athletics Basketball	Tag Rugby Cricket/Rounders	Orienteering Badminton	Dodgeball Dance
Skills	Skills	Skills	Skills	Skills	Skills
<p>Fitness Develop an understanding of the importance of speed and stamina when playing invasion games.</p> <p>Football Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession.</p>	<p>Handball Netball Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession.</p>	<p>Athletics Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, throwing, and jumping. Choose the appropriate running speed to meet the demand of the task. Enjoy competing with others.</p> <p>Basketball Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession.</p>	<p>Tag Rugby Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession. Know how to tag another player. (<i>tag rugby</i>) Develop attacking and defending skills within tag rugby. To be able to pass the ball backwards to a teammate. (<i>tag rugby</i>)</p> <p>Cricket/Rounders Apply and develop a broader range of skills, whilst ensuring basic skills</p>	<p>Orienteering Participate in team games, working cooperatively, solving problems with others. Communicate effectively with other people and discuss plans to achieve success. To make a map with symbols and be able to recognise where you are on a map, using basic techniques. Move confidently in different ways, developing agility, balance, and co-ordination</p> <p>Badminton Use different skills and movements, including aiming into space to try win games. Can hit the shuttle varying height, speed and direction into space. (<i>badminton</i>) Can control and balance the shuttle with some control, with and without a racket. (<i>badminton</i>) Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (<i>badminton</i>) Move fluently, changing direction and speed. Engage in cooperative physical activities. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object. Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball/shuttle to receive it. Show control of a ball with basic actions and explore different ways to use and</p>	<p>Dodgeball Improve consistency when catching a ball at different heights. Show control when moving at speed. Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. Begin to develop the chipping technique, consistently lifting the ball from the floor. (<i>golf</i>) Apply putting skills into game situations. (<i>golf</i>) Show control and control to make accurate shots. Demonstrate good teamwork skills.</p> <p>Dance Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Communicate what you want through your dances and perform with control. Combine actions and maintain the quality of performance when performing at the same time as a partner.</p>

			are performed with control and accuracy. Throw a ball increasing distances. Catch a ball with increasing consistency. Hit a ball with correct technique. Intercept and stop the ball consistently. Employ simple tactics, particularly when fielding to make it harder for the batter. Work well as part of a team, particularly when fielding to make it harder for the batter.	move with a ball. Send a ball in different ways e.g. throwing, pushing, rolling. Successfully receive (catch/stop) a ball.	
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Spanish					
Topics	Topics	Topics	Topics	Topics	Topics
Greetings & Myself Numbers (1-12) Greetings and Salutations Presentations	School Life Class Instructions Classroom Objects Dates School Subjects Hispanic Festivities	My Surroundings Family Members Colours Pets Hispanic World - Mexico	My World Personality and Character Family and Pets Hispanic World: Peru	My World Food Shops in Town Breakfast, Snacks and Fruits I Eat and Like Buying Vegetables at the Market	Food and Drinks Breakfast and Snacks and Fruits and Vegetables at the Market Kitchen Utensils Hispanic Food and Dishes
Skills	Skills	Skills	Skills	Skills	Skills
Practise numbers 1-10 and doing sums adding or subtracting. Use short phrases to meet and greet people. Ask and say how you are. Listen to instructions and follow commands.	Understand and follow to class instructions. Identify classroom objects and furniture. Recall the days of the week Say what subjects you have during the week Familiarise with Hispanic festivities	Name family members using the verb (tengo). Say what family member you have don't have using the correct gender and negatives. Name your favourite colours, considering gender. Name pets and classify them into masculine and feminine or both. Familiarise with facts about Mexico.	Describe your personality using the verb to be (soy) and the correct gender. Revise pets, colours, family and descriptions and the correct gender of adjectives. Complete end of term assessment Familiarise with facts about Peru.	Identify places to shop in town. Name the food you eat for breakfast and the frequency (adverbs). Say what snacks and fruit you like and dislike. Say how many kilos of vegetables you need to buy at the market.	Recap places to shop for food and snacks and the fruit you eat. Say what quantity of vegetables you buy at the market. Complete end of term assessment. Familiarise with Hispanic traditional food and dishes.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
Sewing - Making Mice Design, Make and Evaluate	Food – shortbread Make a hedgehog house	Cams – Make a Moving Toy. Design, Make and Evaluate	Joins - Making a Round House Design, Make and Evaluate	Food – Design, Make and Evaluate Levers – moving shadow puppets	
Skills	Skills	Skills	Skills	Skills	Skills
Join textiles of different types in a different way. Explain how to join things in a different way. Think about how to make own product strong. Devise a template.	Say what to do to be hygienic and safe. Use equipment safely. Make sure that own product looks attractive. Describe how own combined ingredients come together. Designing Explore a range of existing hedgehog homes (also look at bird boxes, bat boxes to consider size and features). Generate and record ideas, considering the purposes for designing a hedgehog home. Making Select appropriate tools and techniques for making their product	Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they	Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. Evaluating	Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking	Please merge this with the previous cell

	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Consider the finishing techniques – usually these are to improve the appearance of the product. Is this important?</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluating</p> <p>Evaluate against the design criteria – describe how closely it resembles their concept drawings and written descriptions.</p> <p>Reflect on their ideas, saying what they like and dislike about them – were they able to communicate all ideas (making restrictions in school)</p> <p>Describe/ record processes needed to make the improvements.</p> <p>Evaluate their work during the making stage and at the end of the task taking into account any changes that evolved as their ideas and understanding of the requirements grew. Explain why changes are/were needed and how they will improve the design – function / aesthetics.</p> <p>Consider and carry out appropriate tests to ensure the hedgehog home is safe for hedgehogs. Evaluate and record the results.</p> <p>Write about the techniques /processes they have used. What would they like to try next?</p>	<p>design and make.</p> <p>Technical knowledge and Understanding Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>	<p>Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose.</p> <p>Technical Knowledge and Understanding Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical Knowledge and Understanding Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>	
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