



# Curriculum Booklet

## Year 3

### 2025 – 2026



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## **1. Welcome from the Headteacher**

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. Every child will develop and celebrate their love of learning without boundaries, ensuring that they fulfil their potential.

As a small, friendly and happy school we are proud of the warmth, tolerance and individualised learning every pupil receives. Each day, every staff member seeks to make a difference to our children's lives. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance will be instilled in our community.

This curriculum booklet is designed to provide you with information about Year 3 and explain what and how your child will be learning this year.

During your child's time in Year 3 they will undertake a range of learning experiences, enabling them to become happy, confident and keen learners.

This booklet contains a curriculum overview which outlines the content of each subject for the academic year as well as your child's class and homework timetables. I hope you find this document useful and informative. Thank you for taking the time to read it.

**Mrs. Samantha Scott, MEd Cantab.**

**Headteacher**

**Heathcote Preparatory School & Nursery**

## **2. Welcome to Year 3**

I am delighted and excited to be the form tutor for Year 3 and subject leader for English. This year will be filled with opportunities for your child to develop their learning in an exciting and engaging way. Whilst continuing to build relationships in their form group, they will be taught by a variety of specialist teachers. The children will experience a rich and broad curriculum delivered by talented teachers who are deeply passionate about their subject areas.

At Heathcote, we believe in the holistic development of your child, and the Year 3 curriculum continues to promote their spiritual, moral, cultural, mental and physical growth. As they transition into Key Stage 2, they will be encouraged to adopt a growth mindset. This will help them to overcome challenges and build their independence, which will prepare them for the opportunities, experiences and responsibilities that await them throughout the rest of their time here at Heathcote - and beyond!

I hope your child will enjoy the learning journey they embark on in Year 3 and that they will develop academically and personally during this time. By year's end, I am sure they will be proud of their achievements.

If you have any questions or concerns, please do not hesitate to contact me via the school office so that any issues can be resolved immediately.

Best wishes,

Mrs. Cook



### 3. The School Day - Key Stage 2

8:30 am	Children arrive and go to the playground
8:40am	Registration
8:45am	ERIC (Everyone Reading in Class)
9:10 am	Lesson 1
9:55 am	Lesson 2
10:40 am	Break and Tuck
11:00 am	Lesson 3
11:45 am	Lesson 4
12:30 pm	Lunch
1:30 pm	Lesson 5
2:15 pm	Lesson 6
3:00 pm	Form Time / Assembly
3:30 pm	End of School

To ensure that children are comfortable and focused during lesson time, whenever possible, we have short 'brain breaks' between lessons when children are encouraged to some physical activity, get a drink of water and visit the toilet.

#### 4. Equipment List

Please ensure that your child brings the following to school:

- Swimming bag including named towel, goggles, swimsuit and school swimming cap on **Mondays**
- Named PE Kit and trainers on **Tuesdays**
- Named white plimsolls (to be kept in school)
- Named art apron (to be kept in school)
- Named water bottle every day
- Named healthy tuck
- Named coat, scarf, hat, and gloves in winter months
- Named sun cream and sun hat when applicable
- Reading book and school planner
- A good quality soft rubber
- Perspex ruler with centimetre and millimetre markings – 30 cm in length, not flexible
- Two good HB pencils
- A set of coloured pencils
- A set of felt tip pens
- A pencil sharpener with container for sharpening
- Blue, red, pink, green and purple ink pens
- A pair of scissors (not pointed please)
- A glue stick
- Dictionary - Oxford or Collins
- A4 file with plastic pockets for bringing in homework tidily

## 5. Class Timetable

	8:40		1	2	Break	3	4	Lunch	5	6	Form
Mon	Registration	ERIC	<b>English</b> Spelling Mrs. Cook	<b>CRE</b> Mrs. Deed	Break	<b>PE</b> Swimming Mr. Daniels	<b>English</b> Grammar Mrs. Cook	Lunch	<b>Maths</b> Mrs. Cook		Prep Assembly
Tues	Registration	ERIC News	<b>Art</b> Mrs. Rockstad		Break	<b>PE</b> Games Mr. Daniels		Lunch	<b>English</b> Mrs. Cook		Singing Assembly
Wed	Registration	ERIC Poetry	<b>Humanities</b> Mrs. Panjwani		Break	<b>Maths</b> Mrs. Cook		Lunch	<b>Science</b> Mrs. Deed		Eco / School council meetings
Thurs	Registration	Times Tables	<b>English</b> Mrs. Cook		Break	<b>French</b> Mrs. Plumb	<b>11+</b> Mrs. Panjwani	Lunch	<b>PSHRE</b> Mrs. Nicholas	<b>Maths</b> Mrs. Cook	ERIC Library
Fri	Registration	ERIC	<b>Performing Arts</b> Mrs. Rockstad	<b>Computing</b> Mr. Daniels	Break	<b>Maths</b> Mrs. Plumb	<b>11+</b> Mrs. Rockstad	Lunch	<b>Form time</b> Mr. Daniels	Whole School Assembly	

## 6. Homework

Homework is set to support the teaching and learning activities that take place at school. You can support your child's learning by playing an active role in ensuring that they complete homework tasks to the best of their ability, but it is important that they endeavor to complete all homework independently.

Some homework is kept in homework books, some in files. Children will have English or maths homework every week related to their targets. In addition, they will have weekly spelling and times tables to learn, along with humanities and science. Pupils are expected to spend no more than 30 minutes on their homework and another 10 minutes (at least) reading each night.

Date set	Subject	Deadline
Monday	Bond English*	Thursday of same week
Monday	Bond Maths*	Thursday of same week
Monday	Spelling	Following Monday
Wednesday	Humanities	Following Wednesday
Wednesday	Science	Following Wednesday
Tuesday	Times Tables	Following Tuesday

**\*English and maths Bond books will be set on alternating weeks.**

If your child has any additional time that you would like to use to support their learning, please feel very welcome to practise number bonds (to 10, 20, 100, 1000) and their multiplication tables e.g., doubling/halving, x5, x10 then progress to learning x3, x4 etc.

## 7. Reading

Reading is considered the most important element of your child's homework and should be undertaken nightly. We recommend that your child reads for at least 10 minutes every night.

Reading opportunities occur frequently during the school day. Children have a 20-minute ERIC (Everyone Reading in Class) daily session with their form teacher where they can read aloud, discuss their reading choices, and visit the class or school library. Additionally, in school, reading occurs within English or Guided Reading lessons as well as other curriculum subjects.

Nevertheless, to increase progress with writing and spelling skills, it is vital that your child reads to an adult at home every night. The same adult should sign their reading record after a brief comment and the page to read from next. How you can help:

- Most important of all, make reading with your child as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- The pictures are an important tool to help your child read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- Many words can be sounded out, e.g., cat. Words such as 'was' are a little trickier as sounding them out does not work. In this case children need to learn how they look.
- When children are confident readers, try not to get hung up on an unknown word. You could miss the word out, read on, then go back and work out the missing word. Read the whole sentence again to check that it makes sense.
- Look out for words they already know within longer words e.g., cats
- Remind your child to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation.
- Monitor your child's reading at home and record it in the diary.
- Question your child about events in the book to check that they have understood the text.
- Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
- Encourage your child to read regularly and to choose from a range of books and authors including different types of storybooks, information books, magazines, newspapers, letters etc.

## 8. Rules for Presentation

All work will have the date (short date for maths, long date for other subjects in the format day-date-month-year) clearly written on the top right-hand side of the page with the Learning Objective (LO) underneath on the left for example:

Thursday 4<sup>th</sup> September 2025

L.O. To identify the key features of a suspense story

- Children should start writing at the margin and write to the end of each line.
- Children should write on every other line to enable ease of editing and marking.
- New paragraphs will be demarcated by missing two lines.
- Maths books will have a straight margin 2 squares wide on the left-hand side where children write question numbers.
- A pencil should be used in maths books, and when drawing pictures and diagrams in any subject.
- Children should use continuous cursive writing (as appropriate) in every subject and not just in English lessons.
- Children should form their numbers accurately.
- Children should write in either pencil or blue ink (not biro).
- Crossing out should consist of one neat line.
- Felt tips should not be used in books. Gel pens are acceptable.
- No tippex should be used in books.
- There should be no doodling in books or on the covers of books.
- Any work completed on paper should be named and dated.

**Children are strongly encouraged to take pride in every piece of work, with their presentation reflecting this.**



## 9. Assemblies

Assemblies are an important part of our school curriculum. Through our assemblies we recognise and celebrate our pupils' achievements. On Fridays, in our celebration assembly, children receive awards and certificates.

Furthermore, our assemblies contribute to our pupils' Spiritual, Moral, Social and Cultural (SMSC) and British Values experiences. Our assemblies are planned to cover a range of different elements over the school year. We recognise and celebrate key festivals and celebrations from different religions. We also incorporate aspects of Personal, Social, Health and Relationships Education (PSHRE) over the year, through our values-based education programme. Assemblies often kick start these 'values' and then permeate our curriculum, discussions and focus each month. Each term children get to perform a class assembly linked to the value of the month.

This year's programme is as follows:

Month	Value
September	Perseverance
October	Unity (Black History Month)
November	Sharing
December	Truth
January	Integrity
February	Appreciation
March	Open-mindedness
April	Trustworthiness
May	Trust
June	Democracy
July	Morality

## **10. Parent Consultation Evenings**

Parent consultation evenings take place twice a year; once in the Autumn term and once in the Spring term. At these meetings, parents can discuss their child's progress with the form teacher. Additionally, we hold work sharing before parent consultations.

## **11. Reports**

Reports are issued each term. Interim reports are also sent out at each half term to indicate effort in each subject and to set targets for the term. Achievement in English, maths and science is reported, as well as effort for each subject, at the end of the autumn and spring terms. A full report with detailed teacher comments about your child's progress is issued at the end of the summer term.

## **12. Assessments**

As well as continuous teacher assessment of your child's progress in class, formal assessments will occur in English, maths and science each term.

Your child will also be tested weekly on a list of spellings and times tables.

## **13. Subject Overviews**

On the following pages you will find a summary of each subject area, the topics to be studied, and the key skills that will be focused upon during the academic year.

### 13.1. English

Autumn Term - Reading
<p>Fiction: The Classics - Extracts from</p> <ul style="list-style-type: none"> <li>• <i>The Tale of Peter Rabbit</i> by Beatrix Potter</li> <li>• <i>The Twits</i> by Roald Dahl</li> <li>• <i>Alice in Wonderland</i> by Lewis Carroll</li> <li>• <i>The Enchanted Wood</i> by Enid Blyton</li> <li>• <i>Winnie the Pooh</i> by A.A. Milne</li> <li>• <i>The Happy Prince</i> by Oscar Wilde</li> </ul> <p>Non-fiction: Poetry</p> <ul style="list-style-type: none"> <li>• <i>The Magic Box</i> by Kit Wright</li> <li>• <i>The Owl and the Pussy Cat</i> by Edward Lear</li> <li>• <i>Two Little Kittens</i> by Anonymous</li> <li>• <i>The Night Before Christmas</i> by Clement C. Moore</li> </ul>
Autumn Term – Writing Genres
<ul style="list-style-type: none"> <li>• Biography</li> <li>• Information</li> <li>• Narrative</li> <li>• Poetry</li> </ul>
Spring Term - Reading
<p>Novel Study: <i>The Iron Man</i> by Ted Hughes</p>
Spring Term – Writing Genres
<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Diary</li> <li>• Discussion</li> <li>• Balanced argument</li> <li>• Persuasive argument</li> <li>• Book review</li> <li>• Newspaper report</li> <li>• Autobiography</li> </ul>

Summer Term - Reading
<p>Non-Fiction Texts</p> <ul style="list-style-type: none"> <li>• Information leaflets</li> <li>• Instructions</li> <li>• Directions</li> <li>• Recipes</li> </ul> <p>Play script: <i>James &amp; The Giant Peach</i> by Roald Dahl</p>
Summer Term – Writing Genres
<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Instructions</li> <li>• Recount</li> <li>• Letter</li> <li>• Play script</li> <li>• Recipe</li> <li>• Journal (Scrapbook)</li> </ul>

Throughout the year, pupils will be taught and be given time to practise and develop the following skills:

**Reading Skills** (encompassing word reading and comprehension)

- Reading aloud fluently – confidently, clearly, at a good pace and with intonation and expression
- Literal thinking skills – skimming and scanning, identifying key vocabulary and meanings
- Deductive reasoning skills – looking for clues, proof and evidence in the text
- Inferential skills – reading between the lines
- Evaluative assessment of texts

**Writing Skills** (encompassing transcription and composition)

- Spelling - patterns and the statutory Yr. 3/4 words
- Alternative spellings; homophones and near homophones; creating negatives; prefixes & suffixes; silent letters and word families
- Correct letter formation and correct joins to form continuous cursive handwriting
- Dictation
- Note taking
- Planning, composing, drafting, proofreading, discussing, evaluating, editing and composing narrative and non-narrative pieces independently
- Accurately punctuating sentences (statements, exclamations and questions)
- Writing using an increasingly wide range of ambitious vocabulary
- Discussing and identifying the language features and structure of each genre of text
- Extending the range of sentences by using a wider range of conjunctions
- Grouping related sentences to form paragraphs
- Using simple organisational devices such as headings and subheadings

## 13.2. Maths

Heathcote School uses the 'White Rose' maths scheme. This scheme follows a **mastery approach** which focuses on creating a deeper understanding of the curriculum and ensuring that all pupils are challenged appropriately. The scheme aims to ensure that all children develop a long-term, deep and flexible understanding of mathematics. It follows the National Curriculum objectives through small steps grouped together into blocks of learning, which are taught as outlined below.

Autumn	Place Value	Addition & Subtraction	HALF TERM	Addition & Subtraction	Multiplication & Division
	Geometry: Shape				
Spring	Multiplication & Division	Fractions	HALF TERM	Mass & Capacity	Statistics
	Measurement: Length & Perimeter				
Summer	Measurement: Time		HALF TERM	Consolidation, Challenges & Problem-Solving	
	Money				

### 13.3. Science

#### Autumn Term

##### Autumn 1 – Rocks & Fossils

- Compare different types of rocks.
- Group rocks based on their properties.
- Explain how fossils are formed.
- Explain Mary Anning's contribution to palaeontology
- Explain how soil is formed.
- Investigate and experiment with soil profiles.

##### Autumn 2 - Light & Plants

- Recognise that I need light to see things, and that dark is the absence of light.
- Investigate reflective surfaces, use a mirror to reflect light, and explain how mirrors work.
- Identify ways to stay safe in the sun and investigate making and changing shadows.
- Name the different parts of flowering plants and explain their jobs.
- Understand the plant processes of pollination, fertilisation and photosynthesis.
- Understand what plants need to grow well, how water is transported and how seeds are dispersed to demonstrate a life cycle of a plant.

#### Spring Term



### **Spring 1 – Science Fair Research Project**

- Scientific Inquiry: to develop the ability to ask questions, make observations, and form hypotheses.
- Experimental Design: learn how to plan and conduct experiments, including identifying variables and controls.
- Data Collection and Analysis: develop skills in systematically collecting data and using statistical methods to analyse results.

### **Spring 2 – Science Fair Research Project**

- Critical Thinking: enhance the ability to interpret data, draw conclusions, and evaluate the reliability of findings.
- Communication: improve skills in documenting procedures, writing reports, and presenting findings clearly and effectively.
- Presentation: to present project board at the Science Fair, explaining the project and findings with confidence and independence.

## **Summer Term**

### **Summer 1 - Forces & Magnets**

- Identify the forces acting on objects.
- Investigate how a toy car moves over different surfaces.
- Sort magnetic and non-magnetic materials.
- Investigate the strength of magnets
- Explore magnetic poles.
- Observe how magnets attract some materials.

### **Summer 2 - Animals Including Humans**

- Sort foods into food groups and find out about the nutrients that different foods provide.
- Explore the nutritional values of different foods by gathering information from food labels.
- Sort animal skeletons into groups, discussing patterns and similarities and differences.
- Investigate an idea about how the human skeleton supports movement.
- Explain how bones and muscles work together to create movement.
- Design and carry out my own investigation.

### 13.4. Art and Design

#### Autumn Term

##### STILL LIFE DRAWING

- Create tonal drawings and water colour paintings of different fruit and vegetables.
- Study artists Cezanne

##### FOOD TECHNOLOGY

- Design, make and evaluate a puff pastry tartlet.
- Test a selection of different vegetables. Look at the vocabulary surrounding the sensory adjectives.
- Practice peeling and chopping a selection of fruit and vegetables.

#### Spring Term

##### Romans

- Mosaic tiles- create a mosaic tile using mini coloured square tiles, using Roman patterns as inspiration.
- **Collaborative group art:** Roman mosaic
- Studying Pietro Cavellini
- Drawing self-portraits in pencil and colour
- Using mixed media to create portraits in the style of Picasso.
- Studying Pablo Picasso
- My Art Project- Christmas card design

##### SCHOOL PRODUCTION PREPARATION

- Use this term to design a programme for the school's production.
- Work on props for the play/back drop.

#### Summer Term

- **Anglo Saxons**
- Design, make and evaluate a section of weaving.
- Study the Bayeux tapestry and other examples of weaving and textiles during the Anglo-Saxon period.

### 13.5. Computing

Autumn Term
<ul style="list-style-type: none"> <li>• Networks - Learning what a network and how devices communicate and share information</li> <li>• Scratch - Exploring the programme Scratch, following the: predict &gt; test &gt; review cycle. Learning about 'loops' and programming an animation, story and game</li> <li>• Online safety Y3 - Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online</li> </ul>
Spring Term
<ul style="list-style-type: none"> <li>• Emailing with Microsoft Office 365 - Sending emails with attachments and understanding what cyberbullying is.</li> <li>• Journey inside a computer - Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works.</li> <li>• Online safety Y3 Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.</li> </ul>
Summer Term
<ul style="list-style-type: none"> <li>• Video trailers - Developing digital video skills to create trailers, with special effects and transitions.</li> <li>• Comparison cards databases with Microsoft Office 365 - Learning about records, fields and data and sorting and filtering data.</li> <li>• Online safety Y3 Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online</li> </ul>

### 13.6. French

Autumn Term
<p><b><u>Je me presente</u></b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Name</li> <li>• Instructions</li> <li>• Feelings</li> <li>• Numbers to 20</li> <li>• Age</li> <li>• Playground Games</li> <li>• Consolidating introductions</li> <li>• Simple questions</li> <li>• Christmas</li> </ul>
Spring Term
<p><b><u>Mon anniversaire</u></b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Colours</li> <li>• Pets</li> <li>• Months</li> <li>• Birthday</li> <li>• Consolidating skills covered so far</li> <li>• Parts of the body</li> </ul>
Summer Term
<p><b><u>Les quatres amis</u></b></p> <ul style="list-style-type: none"> <li>• Animal names and their colours</li> <li>• Common Verbs</li> <li>• Growing things</li> <li>• Story</li> <li>• Making simple statements</li> <li>• Adjectives</li> <li>• Classroom commands</li> </ul>

### 13.7. Humanities

#### Autumn Term

##### **History: The Romans – What impact did the Romans have on Britain?**

- Understand where the Roman Empire began.
- Explore what life was like in Britain before the Roman invasion
- Establish a chronological understanding of the Roman invasion of Britain
- Understand the importance of the Roman army
- Look at the events of Boudicca's Rebellion
- Explore what life was like in Roman Britain
- Understand why Hadrian's wall was built
- Explore Roman inventions
- Examine the history of words and numbers
- Research an aspect of Roman life that is visible in Essex today

#### Spring Term

##### **History: The Anglo-Saxons and Vikings – How hard was it to settle in Britain?**

- Understand who the Anglo-Saxons were and why they invaded Britain
- Identify the features of Anglo-Saxon settlements
- Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life
- Explain who the Vikings were
- Understand how and why the Vikings invaded Britain
- Understand the importance of Alfred the Great
- Look at life in Anglo-Saxon and Viking Britain
- Understand how Anglo-Saxon rule ended
- Investigate the lasting impact the Anglo-Saxons and Vikings had on Britain

#### Summer Term

##### **Geography: The UK – Where do we live?**

- Understand the difference between the British Isles, United Kingdom and Great Britain and identify key features
- Explore mountains and rivers of the UK
- Locate and name regions of England
- Explore the local area of Danbury
- Explore how London has changed over time
- Know about some of the key features of North-West England
- Compare and contrast cities in the North-West and East of England

### 13.8. Performing Arts

#### Autumn Term

##### HARVEST

- Sing songs from memory, unaccompanied, accompanied and in unison.
- Rehearse and perform with others.
- Understand that melody can move up and down.
- Echo short rhythms and melodic patterns.
- Play simple rhythms and melodies.
- Recognise like and unlike phrases, verse and refrain.

##### CAROL SERVICE –START LEARNING THE RECORDER

- Review the following notation:
- Crotchet, Minim, Semibreve and use these rhythms to begin learning the recorder.
- Understand the following notation: Stave, Treble clef and names of lines and spaces in the treble clef, Crotchet rest: silent for one beat, Minim rest: silent for two beats, Semibreve rest: silent for four beats.
- Learning the recorder notes B and A

#### Spring Term

##### WHOLE SCHOOL PRODUCTION

- Sing as a group to perform to an audience with confidence.
- Sing songs from memory, unaccompanied, accompanied and in unison.
- Rehearse and perform with others.
- Continue the recorder notes B, A and G
- Develop skills and confidence in using movement and expression in role and mime; speaking in different voices before an audience.
- Rehearse and perform with others.

#### Summer Term

- To inform an opinion of Indian music
- To be able to improvise using given notes.
- To create a piece of music using a drone, rag and tal.
- To perform a piece of music using musical notation
- To sing in time with others
- To recognise simple rhythmic notation by ear and by sight
- To use simple rhythmic notation to compose a Viking song.
- To perform music with discipline and confidence.



### 13.9. Physical Education

#### Autumn Term

##### Foot Coordination skills

##### Football

- Dribbling with left and right foot, inside and outside of foot, short and long distances, fast and slow, straight lines and turning directions.
- Passing: Using left and right foot, inside and outside and laces on top of the foot, short and long distances, on the floor or in the air, stationary or moving targets and controlling the ball whilst stationary or on the move.
- Shooting: Left and right foot, inside and laces on the foot, short and long distances, different power, different angles and accurate shooting.
- Match Situations:
- To learn positions, rules, to tackle and play against other teams, to make quick decisions, to learn how to win or lose.

##### Hand coordination skills

##### Basketball and Netball

- Dribbling left and right, stationary and moving around, in straight lines and different directions, in and out of cones and players using different sized balls and varying speeds.
- Passing: Chest, bounce, shoulder, one handed, two handed, different heights and lengths, catching securely with one or two hands.
- Shooting: One or two handed, different height, angles and distances.
- Match situations:
- To learn different positions and tactics, rules, possession, to defend and attack and to make quick decisions.

##### Cross Country Running

- Long distance running techniques
- Stamina/performance focuses

## Spring Term

### Dance

- Learning moving to the beat
- Different poses and positions
- Synchronisation
- Solo performances
- Different styles of music and rhythms

### Gymnastics

- Rhythmical movements
- Synchronisation
- Solo performances
- Different positions and movements including Bridge, Handstands, Cartwheels, Forward Rolls etc.

### Hockey

- Dribbling: Using both sides of the body, both hands, fast, slow, turning, in and out of cones and players; short and long distances.
- Passing: Short and long distances, accuracy, power, strength, technique, scraping the floor, targets.
- Shooting: Short and long distances with varying power, angles and directions and different targets.
- Match Situations: Team tactics, positions, winning and losing, rules and tackling players.

### Throwing to Various Targets

- Underarm throwing: Different heights, objects, distances and size of targets.
- Overarm throwing: Different size targets, objects to throw, distances and weights.
- Targets: Nets, baskets, goals, hoops, lines, a person.

## Summer Term

### Tennis, Cricket and Rounders

- Hitting/Striking: Left or right hand, accuracy of hit, accuracy of swing, timing of swing, power of hit, direction of hit, height of hit, swing technique and different bat/racquet.
- Fielding: Catching, underarm and overarm throwing, learning positioning, pickups, stances and run ups, and bowling techniques.

### Athletics

- Multiple Events: Javelin, over arm throw, long jump, triple jump, sprint starts, sprinting, long-distance races, rules, techniques, relays, baton changes and Olympics.
- SPORTS DAY

### 13.10. Swimming

Autumn Term
<ul style="list-style-type: none"> <li>• <b>Water Safety:</b> Learn about the dangers and depths of water, and health and safety.</li> <li>• <b>Front crawl:</b> Apply the correct technique using arms, legs, floppy feet, speed and correct breathing.</li> <li>• <b>Backstroke:</b> Apply the correct technique using straight arms, legs, breathing, floppy feet, head tilted back and a streamline body.</li> <li>• <b>Races:</b> Understand the rules and etiquette of competitions.</li> </ul>
Spring Term
<ul style="list-style-type: none"> <li>• <b>Breaststroke:</b> Apply the correct technique using arms, legs, breathing, timing and synchronisation.</li> <li>• <b>Recap:</b> On water safety and the 3 strokes learnt so far.</li> </ul>
Summer Term
<ul style="list-style-type: none"> <li>• <b>Consolidation of the 3 strokes:</b> Front crawl, backstroke and breaststroke.</li> <li>• <b>Water safety:</b> Develop confidence underwater, swim through tunnels and collect sinkers.</li> </ul>

### 13.11. Citizenship and Religious Education

Autumn Term
<b>Autumn 1 – Hinduism</b> <ul style="list-style-type: none"> <li>Name the main Hindu deities and symbols.</li> <li>Identify where Hindus worship.</li> <li>Retell one of the stories celebrated during a special Hindu festival.</li> <li>To recall understand and celebrate the story of Diwali (celebrated this year on 13<sup>th</sup> November 2023)</li> </ul> <b>Autumn 2 – Signs &amp; Symbols</b> <ul style="list-style-type: none"> <li>Identify examples of signs and symbols.</li> <li>Recognise some symbols of God.</li> <li>Name some Christian symbols.</li> <li>Describe some symbols of Islam.</li> <li>Identify the meaning of some symbols of Hinduism.</li> <li>Explore the meaning of some religious signs and symbols.</li> <li>Name and describe some symbols of Judaism</li> </ul>
Spring Term
<b>Spring 1 - Sikhism</b> <ul style="list-style-type: none"> <li>Explain who founded Sikhism and where.</li> <li>Explain the main beliefs in Sikhism</li> <li>Explain what makes the Gurdwara a special place for Sikhs.</li> <li>Name and describe some special Sikh festivals</li> <li>Explain what the Sikh holy book is and how it is used.</li> <li>Name and explain the meanings of Sikh symbols</li> </ul> <b>Spring 2 – Christianity</b> <ul style="list-style-type: none"> <li>Identify who founded Sikhism and where</li> <li>Explore the main beliefs in Sikhism</li> <li>Identify what makes the Gurdwara a special place for Sikhs</li> <li>Name and describe some special Sikh festivals</li> <li>Explore what the Sikh holy book is and how it is used</li> <li>Name and explain the meanings of Sikh symbols</li> </ul>
Summer Term
<b>Summer 1 - Islam</b> <ul style="list-style-type: none"> <li>Identify where Islam was founded and who founded the Muslim faith.</li> <li>Explore the key beliefs held by Muslims</li> <li>Identify the key features in a Muslim's place of worship</li> <li>Name and explain the key Muslim festivals</li> <li>Explore and understand what the Muslim holy book is and how it is used</li> <li>Recognise the main symbol associated with Islam</li> </ul> <b>Summer 2 – Political Awareness</b> <ul style="list-style-type: none"> <li>What is the UK Parliament?</li> <li>What is democracy?</li> <li>How do we vote?</li> </ul>

### 13.12. PSHRE Personal, Social, Health and Relationship

#### Autumn Term

##### **Relationships – TEAM (*Together Everyone Achieves More*)**

- Discussing changes and how they might make me feel.
- How and why we should work well as a team.
- How my actions and behaviour affect my team.
- Paying attention to and responding considerately to others.
- Describing why disputes might happen and strategies to resolve them.
- Discussing my responsibilities towards my team.

##### **Relationships – *Be Yourself***

- Discussing things about myself that I am proud of.
- Identifying the feelings I have and describing how different emotions feel.
- Describing ways to cope with uncomfortable feelings and understanding why this is important.
- Knowing how to be assertive.
- Exploring messages given by the media and deciding if they are helpful or harmful.
- Identifying different strategies that I can use if I make a mistake.

#### Spring Term

##### **Living in The Wider World – *Aiming High***

- Identifying achievements and suggesting how my actions can help me to achieve.
- Identifying personal goals and suggesting actions that I can take to achieve them.
- Explaining how a positive learning attitude can help me to learn new things.
- Identifying the skills and attributes needed to do certain jobs.
- Understanding that we should all have equal opportunities to follow career ambitions.
- Discussing what job I might like to do and what skills I will need to achieve this.

##### **Living in the Wider World – *One World***

- Discussing ways in which people's lives are similar and different and reasons for differences.
- Exploring differences of opinion and identifying if these are fair.
- Thinking about the lives of people living in other places, making considered decisions and giving reasons for my opinions.
- Recognising how my actions impact on people living in different countries and identifying things I can do to make the world a fairer place.
- Explaining what climate change is, how it affects people's lives & identifying how I can help.
- Identifying organisations that help people in different countries who are in challenging situations and explaining how they do this.

#### Summer Term

##### **Health & Wellbeing – *It's My Body***

- Choosing what happens to my body and how I can get help with any concerns.

- Knowing how to keep my body healthy.
- Understanding why it is important to get enough sleep.
- Understanding the importance of hygiene and what to do if I feel unwell.
- Knowing how to take medicine safely and keeping safe around drugs.
- Making better choices and choosing healthy habits.

**Health & Wellbeing – *Safety First***

- Being responsible for making good choices to stay safe and healthy.
- Identifying a risky situation and acting responsibly.
- Understanding that I can choose not to do something that makes me feel uncomfortable.
- Knowing how to stay safe when out and about.
- Knowing about dangerous substances and how they affect the human body.
- Knowing how to respond in emergency situations.



#### 14. Recommended Reading

Please take the following as a guide and remember that reading should be a pleasure not a task. Encourage your child to read a wide range of material: fiction, non-fiction and poetry. If they are not enjoying a book, there are plenty of others.

Author	Book Titles
Andy Sheperd	The Boy Who Grew Dragons
Clive King	Stig of the Dump
Philip Reeve and Sarah McIntyre	The Legend of Kevin
SF Said	Varjak Paw
Martin Brown	Lesser Spotted Animals
Charlotte Guillain & Yuval Zommer	The Street Beneath My Feet
Alex T. Smith	Mr. Penguin and the Lost Treasure
Fiona Waters & Frann Preston-Gannon	I Am the Seed That Grew the Tree
Joshua Seiga	I Bet I Can Make You Laugh
Andy Stanton & David Tazzyman	You're a Bad Man, Mr. Gum
Angela McAllister & Grahame Baker-Smith	Leon and the Place Between
Helen Ward and Wayne Anderson	The Tin Forest
Dick King-Smith	The Sheep-Pig
Andy Griffiths & Terry Denton	The 13-Story Tree House
Kate Milner	My Name is Not Refugee
Eva Ibbotson	The Abominables
Andy Seed & Scott Garrett	The Silly Book of Side-Splitting Stuff
David Long & Harry Bloom	Egypt Magnified
Tom McLaughlin	The Accidental Prime Minister
Thomas Hegbrook	A Moment in Time
Flat Stanley	Jeff Brown
Dorothy Edwards	My Naughty Little Sister Stories
Kenneth Grahame	The Reluctant Dragon
Satoshi Kitamura	Stone Age Boy
Oscar Wilde	The Selfish Giant
Sally Pomme Llayton	The Phoenix of Persia
Roald Dahl	Revolting Rhymes
Ted Hughes	Collected Poems for Children
Jon Agard & Grace Nichols	Caribbean Dozen: Poems from 13 Caribbean Poets
John Steptoe	Mufaro's Beautiful Daughters
Trudy Ludwig	The Invisible Boy
Anne Fine	The Diary of a Killer Cat

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## 15. Useful Websites

### English

<https://www.booktrust.org.uk/>

<https://www.lovereadings4kids.co.uk/>

<https://shop.scholastic.co.uk/childrens-books>

<https://www.funenglishgames.com/>

<https://en.oxforddictionaries.com/english-thesaurus>

<https://www.bbc.co.uk/bitesize/subjects/zhbhcxs>

### Maths

<https://ttrockstars.com/>

<https://www.bbc.co.uk/bitesize/subjects/zdtwnk7>

<http://www.math-exercises-for-kids.com/>

<https://www.coolmath4kids.com/>

### Science

<https://www.bbc.co.uk/bitesize/subjects/ztgp46f>

[http://www.primaryscience.ie/activities\\_science\\_home.php](http://www.primaryscience.ie/activities_science_home.php)