
















Subject	Topic	Key Knowledge and Skills
<p><b>English Language and Literacy</b></p> 	<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>I can participate in discussions about books.</li> <li>I can take turns when reading and listen to what others say.</li> <li>I can read and discuss a range of texts with my teacher and peers.</li> </ul>
	<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>I can write a mystery story.</li> <li>I can develop suspense in my writing.</li> <li>I can give clues about characters' feelings rather than directly telling the reader.</li> <li>I can include correctly punctuated speech in my narrative writing.</li> <li>I can write and present a non-chronological report.</li> <li>I can write a folktale with a vivid setting.</li> <li>I can use dialogue and action to move a story forward.</li> <li>I can use my notes to write an interesting biography.</li> <li>I can use headings and subheadings to organise information clearly.</li> <li>I can organise my writing into paragraphs.</li> </ul>
	<p><b>Grammar and Spelling</b></p>	<ul style="list-style-type: none"> <li>I can use carefully chosen vocabulary, including adverbs, to add imagery.</li> <li>I can use co-ordinating conjunctions to make my sentences varied, clear and interesting.</li> <li>I can use adverbs/ adverbials to explain where and when things happen.</li> <li>I can spell words from the Y3 statutory spelling list.</li> <li>I can learn new spelling patterns.</li> </ul>
<p><b>Maths</b></p> 	<p><b>Fractions</b> <b>Money</b> <b>Time</b> <b>Properties of shape</b> <b>Statistics</b></p>	<ul style="list-style-type: none"> <li>I can compare and order unit fractions, and fractions with the same denominators.</li> <li>I can add and subtract fractions with the same denominator.</li> <li>I can tell the time.</li> <li>I can recognise right angles.</li> <li>I can recognise and describe 2D and 3D shapes.</li> <li>I can interpret and present data using bar charts, pictograms and tables.</li> </ul>
<p><b>Science</b></p> 	<p><b>Plants</b> How did that blossom become an apple?</p>	<ul style="list-style-type: none"> <li>I can describe how flowers and fungus will change over time.</li> <li>I can classify different parts of a plant.</li> <li>I can explain why seed dispersal is so important.</li> <li>I can describe how flowers will change when left in a vase.</li> <li>I can test which conditions help seeds germinate faster.</li> </ul>
<p><b>Computing</b></p> 	<p><b>Creating Media</b> Desktop Publishing</p>	<ul style="list-style-type: none"> <li>I can identify the advantages and disadvantages of using text and images.</li> <li>I can change font style, size, and colours for a given purpose.</li> <li>I can explain that text can be changed to communicate more clearly.</li> <li>I can paste text and images to create a magazine cover.</li> <li>I can identify the uses of desktop publishing in the real world.</li> </ul>
	<p><b>Programming</b> Events and actions in programs</p>	<ul style="list-style-type: none"> <li>I can identify a way to improve a program.</li> <li>I can choose a character for my project and program my character's movement.</li> <li>I can build sequences of commands to make my design work.</li> <li>I can test and modify a program.</li> <li>I can evaluate my project.</li> </ul>
<p><b>Geography</b></p> 	<p><b>Fieldwork, water cycle, rivers (formation and impact)</b> We've got it all. Why is the North East so special?</p>	<ul style="list-style-type: none"> <li>I can identify the region and component counties on maps with varying scales.</li> <li>I can identify key features including types of settlements and land use.</li> <li>I understand the economic activity in our region.</li> <li>I can use geographical information from OS maps, information texts and photographs.</li> </ul>
<p><b>History</b></p> 	<p><b>A study of Greek life and achievements and their influence on the western world</b> How have the Ancient Greeks shaped our world?</p>	<ul style="list-style-type: none"> <li>I can use chronological knowledge of time, century and millennia, BC/ AD.</li> <li>I understand significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art.</li> <li>I can think about change, consequences and significance.</li> <li>I can use artistic representations of the distant past.</li> </ul>
<p><b>French</b></p> 	<p><b>Food (la nourriture)</b></p>	<ul style="list-style-type: none"> <li>I can name common foods.</li> <li>I can express likes and dislikes.</li> <li>I can say what I am eating and what I would like to eat.</li> <li>I can name cutlery.</li> <li>I can understand cooking instructions.</li> </ul>
	<p><b>At School (l'école)</b></p>	<ul style="list-style-type: none"> <li>I can say how I travel to school.</li> <li>I can name places in school.</li> <li>I can list the contents of my pencil case.</li> <li>I can tell the time.</li> <li>I can name school subjects.</li> </ul>

 <p><b>Art</b></p>	<p><b>Art and Design Skills</b></p>	<ul style="list-style-type: none"> <li>• I can design and make 3D forms using art materials and techniques.</li> <li>• I can improve my skills and technique when painting.</li> <li>• I understand how famous artists use tone in their work.</li> <li>• I can draw from observations.</li> <li>• I can develop use of line, tone and colour through drawing.</li> <li>• I can compare my work to that of a famous artist.</li> </ul>
	<p><b>Craft</b></p>	<ul style="list-style-type: none"> <li>• I can use 2D materials and craft processes to create art.</li> <li>• I can develop sewing skills.</li> <li>• I can represent myself and my family through art.</li> <li>• I can apply the creative processes of artists and craftspeople to my own work.</li> <li>• I can develop a more comprehensive use of the language of art.</li> </ul>
 <p><b>DT</b></p>	<p><b>Structures: Constructing a castle</b></p>	<ul style="list-style-type: none"> <li>• I can design my own castle.</li> <li>• I can construct my castle to meet the requirements of the brief.</li> <li>• I can evaluate my work and the work of others.</li> </ul>
 <p><b>Music</b></p>	<p><b>Ballads</b></p>	<ul style="list-style-type: none"> <li>• I can identify the key features of a ballad.</li> <li>• I can perform a ballad using actions.</li> <li>• I can sing in time and in tune with a song and incorporate actions.</li> <li>• I can retell a summary of an animation's story.</li> <li>• I can write a verse with rhyming words which tell part of a story.</li> <li>• I can perform my lyrics fluently and with actions.</li> </ul>
	<p><b>Jazz</b></p>	<ul style="list-style-type: none"> <li>• I can explain what ragtime music is.</li> <li>• I can play on the 'off beat' and sing a syncopated rhythm.</li> <li>• I can play a call and then improvise a response.</li> <li>• I can improvise or compose a scat singing performance with sounds and words.</li> <li>• I can compose and play a jazz motif fluently, using swung quavers.</li> <li>• I can play a swung rhythm using a tuned percussion instrument</li> </ul>
 <p><b>PE</b></p>	<p><b>Athletics Furthest Five</b></p>	<ul style="list-style-type: none"> <li>• I can jump with control, coordination and balance.</li> <li>• I can use my arms to propel myself forward.</li> <li>• I can give constructive feedback to help others improve.</li> </ul>
	<p><b>Striking and Fielding Run the Loop</b></p>	<ul style="list-style-type: none"> <li>• I can hit the ball hard into space.</li> <li>• I can run fluently between bases.</li> <li>• I can use different throwing techniques.</li> <li>• I can decide on the best positions for fielders.</li> </ul>
 <p><b>PSHE</b></p>	<p><b>Me and My Relationships</b></p>	<ul style="list-style-type: none"> <li>• I can understand why we have rules.</li> <li>• I can explain why rules are different for different ages especially when internet based.</li> <li>• I can identify people I have a special relationship with.</li> <li>• I can suggest strategies for maintaining positive relationships.</li> <li>• I can demonstrate strategies for resolving some conflicts.</li> <li>• I can demonstrate cooperation and collaboration.</li> <li>• I can identify qualities of friendship.</li> <li>• I can suggest opinions, listen to other people's opinions and consider points of view.</li> <li>• I can suggest strategies I can use if I ever feel uncomfortable or unsafe.</li> </ul>
	<p><b>Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>• I can recognise what constitutes a positive, healthy relationship.</li> <li>• I can recognise ways in which a relationship can be unhealthy and whom to talk to.</li> <li>• I can justify what kind of physical contact is acceptable or unacceptable and how to respond.</li> </ul>
 <p><b>RE</b></p>	<p><b>What do Hindus believe?</b></p>	<ul style="list-style-type: none"> <li>• I can describe Hindu beliefs about God.</li> <li>• I can suggest meanings for some of the symbols connected with Hindu murtis.</li> <li>• I can simply describe Hindu belief in reincarnation, karma, ahimsa.</li> <li>• I can give examples of how these beliefs affect what Hindus do.</li> <li>• I can express my own views, giving plausible reasons to questions raised, showing some awareness of differing views.</li> </ul>