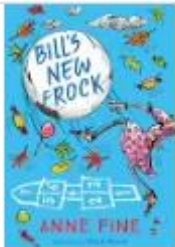

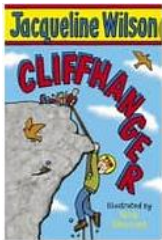
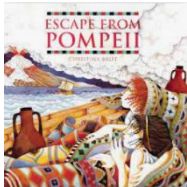
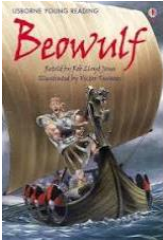





CURRICULUM OVERVIEW 2022-23

YEAR: 3

Staff: Mrs Shipley, Mr White, Miss Cooper, Miss Moore, Mr Hancock, Mrs Marshall

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where's Wally? UK Countries, Cities and Regions	Marvellous Medicine History of medicine	Shake, rattle and roll! Volcanoes and Earthquakes	The Radical Romans The Romans	Raiders and invaders Britain's settlement by Anglo-Saxons and Scots	Farmers Farming Land Use
Enrichment Experience	Harvest Festival	St Mary's Church Visit	Science experiments and Art experience	Leicester- Roman museum.		Rand Farm
Author of the half term / Class Book	Scarecrow's Wedding – Julia Donaldson Bill's New Frock – Anne Fine 	George's Marvellous Medicine – Roald Dahl Firework Night By Enid Blyton A Four Year Old's Winter Lament 	Cliff Hanger- Jacqueline Wilson 	Escape from Pompeii The Fatal Fire- Terry Deary 	Beowulf- Rob Lloyd Jones 	Charlotte's Web- E.B. White 
	Author of the half term: David Walliams	Author of the half term: Frank Cottrell Boyce	Author of the half term: Jacqueline Wilson	Author of the half term: Maz Evans	Author of the half term: Edward Tulane	Author of the half term: Onjali Q Rauf

English	<p>Recount to Inform – Scarecrow’s Wedding recount as a diary.</p> <p>Inform – linked to the Dt Project – Juggling balls</p>	<p>Text to entertain (George’s MM) And Poetry (Bonfire Night)</p>	<p>Text to inform - Fact file/report on Earthquakes.</p>	<p>Text to entertain – Escape from Pompeii.</p>	<p>Text to entertain – Narrative using Beowulf.</p>	<p>Text to inform – Recount leaflet for Rand Farm</p> <p>Text to entertain – narrative from Charlotte’s Web</p>
Handwriting	<p>Year 2 Penpals units 1 -10 Diagonal joins of the following letters Ch, th, ai, ay, ir, er, wh, oh, ow, ou, ie, ue, oe, ve, ee, le. Numbers 1-100</p>	<p>Year 2 Penpals units 11-20 Diagonal joins including anticlockwise letters and joins of 3 letters. Ea, igh, dg, ng, oo, oa, wa, wo, air, ear, oor, our, ing. Size and spacing of letters.</p>	<p>Year 2 Penpals units 21-30 Diagonal joins to ascenders: ck, al, el, at, il, ill, is, ey, aw, ur, an, ip, ok, ot, ob, ol, oi, oy, on, op, ov, ed, cc, eg, ic, ad, ug, dd, ag, oc, og, od, va, vo, as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing.</p>	<p>Year 3 Penpals units 1-10 Introducing the following joins: Sh, sl, st, sk, sw, si, se, sm, sn, sp, su, sa, sc, sd, sg, so, sq, sa, sc, sd, sg, so, sq, rb, rh, rk, rl, rt, ri, ru, rn, rp, ra, rd, rg, ro, are, ere, ure, ire. Introducing break letters g, j, y, f, b, p, q, x, z</p>	<p>Year 3 Penpals units 11-20 Introducing the following joins: lf, ef, af, of, fl, ft, fe, fi, fu, fr, fy, fo, fa, ff, rr, ss, qu</p>	<p>Year 3 Penpals units 21-30 Revisiting the following: letter spacing, spacing between words, consistency of size, fluency, parallel ascenders, horizontal join from to to an anticlockwise letter, break letters, capital letters.</p>
Maths	<p>Place Value (3 weeks) Addition and Subtraction (3 weeks)</p>	<p>Addition and Subtraction (2 weeks) Multiplication and Division(4 weeks)</p>	<p>Multiplication and Division (3 weeks) Length and perimeter (3 weeks)</p>	<p>Mass and Capacity (3 weeks) Fractions (3 weeks)</p>	<p>Fractions (2 weeks) Time (2 weeks) Money (2 weeks)</p>	<p>Time (1 week) Properties of Shape (2 weeks) Statistics (2 weeks)</p>
Science	<p><u>Light</u> -To explain how shadows are formed - To explore light - To understand different types of mirrors - To know what a periscope is and how it is used</p>	<p><u>Rocks</u> -To describe how mountains are formed - To recognise the difference between igneous, sedimentary and metamorphic rocks - To understand what fossils are</p>	<p><u>Forces and magnets</u> - To understand magnetism - To understand different types of magnet - To learn about magnetic fields, to learn about the law</p>	<p><u>Plant life cycles</u> - To describe hoe plants soak up water - To describe the life cycle of a plant - To explain how plants make their own food - To name the parts of the flower and</p>	<p><u>Exploring the world of plants</u> - To describe the process of germination in seeds and bulbs - To explain how water and food moves around a plant</p>	<p><u>Animals, including humans</u> - To learn the importance of nutrition for humans - To know how to keep healthy through diet - To learn about voluntary and</p>

<ul style="list-style-type: none"> - To explain how reflective surfaces help keep us safe - To know that light from the sun can be dangerous and how to protect our eyes. 	<ul style="list-style-type: none"> - To describe what soils are made of - To observe rocks, including those used in buildings and gravestones - To classify different types of gravestone weathering 	<ul style="list-style-type: none"> of magnetic attraction - To know that magnetic needles always point magnetic north - To compare how things, move on different surfaces - To explore different forces between different objects 	<ul style="list-style-type: none"> describe what they do - To describe the process of pollination - To describe the different ways plants share their seeds 	<ul style="list-style-type: none"> - To understand asexual reproduction in plants - To describe the features of non-vascular plants - To explore extraordinary plants and fungi - To explore the rainforest and its problems 	<ul style="list-style-type: none"> involuntary muscles - To introduce the skeleton - To know about the skeleton – tendons and ligaments - To explore how skeletons and muscles are used for support, protection and movement.
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Working scientifically – this is revisited across all topics throughout the year children should be able to use their science experiences to explore ideas and raise different kinds of questions and talk about how scientific ideas have developed over time.

In year 3, children are expected to select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. They should recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. In science, we expect the children to be able to use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.

By the end of Year 3, we also expect children to:

- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
- Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately
- Take repeat measurements where appropriate
- Make their own decisions about what observations to make, what measurements to use and how long to make them for
- Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Look for different causal relationships in their data and identify evidence that refutes or supports their ideas
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas
- Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
- Use their results to make predictions and identify when further observations, comparative and fair tests might be needed

<p>Computing</p>	<p><u>iProgram:</u> -To understand that a program is a sequence of statements written in a programming language (Scratch). -To program an animation that executes a sequence of statements. -To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees. -To program a sequence of instructions that create visual effects. -To import, create and record sounds. -To understand that algorithms and programs can involve repetition. -To predict the outcome of a simple algorithm. -To use repeat function to draw 2D shape. -To import pictures from a computer and/or the internet.</p>	<p><u>iSimulate:</u> -To understand that computer simulations can represent real or imaginary situations. -To understand that computer simulations are guided by rules. -To explore the effect of changing variables in a simulation using them to make and test predictions -To understand that simulations can help people try things quickly and inexpensively. -To understand that simulations help us understand difficult concepts. -To design and produce a computer simulation or adventure game.</p>	<p><u>iNetwork:</u> -To understand what a network is. To know key parts of a computer network. -To understand how information is exchanged between devices. -To understand that the internet is the physical connections between computers and networks. -To understand how data travels throughout a network. -To understand that devices on networks have a unique address.</p>	<p><u>iData:</u> -To understand how information in a database is organised. -To understand the advantages of a computer based database over a paper one. -To find and enter information to create additional records in a database. -To demonstrate the knowledge skills and understanding they have learned during this unit.</p> <p><u>iSafe:</u> -To recognise when something encountered online does not feel right. -To identify some of the risks of sharing publicly online. -To understand some measures that can be taken to stay safe. -To raise awareness about appropriate and</p>	<p><u>iConnect:</u> -To understand that the internet is many computers that are connected. -To understand that you can move around the web using hyperlinks. -To use basic navigation skills to browse the world wide web. -To know the main features of web browsers. -To understand how to find information using a search engine. -To understand that not all information on the web is reliable. -To know the basic steps that can help distinguish safe and credible websites. -To understand that copyright is an author's right of ownership and it is illegal to steal other people's material.</p>	<p><u>iPodcast:</u> -To understand that technology can be used to control sound. -To understand that sound can be stored digitally. -To understand what a podcast is. -To plan and record a podcast. -To use digital tools to edit a podcast. -To combine audio sound and effects. -To identify the good features of a podcast. -To suggest improvements for a podcast.</p>
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	<p>-To combine images, sounds and movement to create a personal animation.</p>			<p>inappropriate content for online sharing. -To understand potential consequences of sharing without consent. -To understand some of the ways we can protect ourselves online against manipulation. -To understand the ways the internet can make young people feel about themselves. -To understand the need for strong passwords. -To identify several different forms advertising can take online.</p>		
RE		<p>Beliefs and Questions Describe what Christians do at two different festivals. Connect the celebrations to Bible texts and to beliefs about God. Ask and answer questions about how and why</p>	<p>Prayer Describe how a Muslim prays. Describe how a Christian prays. Connect ideas and beliefs to what people in these two religions do. Ask and answer questions about prayer in Islam and Christianity.</p>		<p>Worship and Sacred places Describe 4 key features of each three religious buildings; a mosque, mandir and church. Connect the key features of the buildings with beliefs about God in each religion.</p>	<p>Inspirational people in the past Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn. Ask and answer</p>

		<p>Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest.</p> <p>Express their own ideas about the deeper meanings of these festivals.</p> <p>Consider ideas such as generosity, community and love-in-action.</p> <p>List similarities between the four different Christian festivals.</p> <p>Explain their own ideas about the Creation stories of Genesis 1 and 2.</p>	<p>Respond thoughtfully to beliefs and ideas about prayer.</p> <p>Discuss questions about prayer that come up in the study.</p> <p>List similarities between the two ways of prayer in Christianity and Islam.</p>		<p>Ask and answer questions about at least three different ways the religious buildings are used by the different communities.</p> <p>Respond thoughtfully to the task of designing a new religious building for their locality.</p> <p>Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special.</p> <p>Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?</p>	<p>questions about leadership and inspiration, using details from the stories they learned.</p> <p>Express their own views about who is inspiring and why.</p> <p>Consider ideas such as 'patriarch' 'prophet' or 'messiah'.</p> <p>From the different religions: what do these words mean? Are they similar?</p> <p>List similarities between the key leaders studied.</p>
RSE/PSHE	<p>Me and My Relationships</p> <p>-To understand that sometimes there</p>	<p>Valuing difference</p> <p>-To understand that families come in all different varieties and can explain</p>	<p>Keeping myself safe</p> <p>-To know a range of strategies to respond to bullying</p>	<p>Rights and Responsibilities</p> <p>-To demonstrate how to keep safe</p>	<p>Being my best</p> <p>-To set myself a target to increase my physical activity and achieve it.</p>	<p>Growing and Changing</p> <p>-To describe the difference between secrets and</p>

	<p>are problems within friendships.</p> <ul style="list-style-type: none"> -To demonstrate a range of strategies to resolve friendship problems. -To explain how someone might feel if they are left out and demonstrate how to include people in friendship. -To judge what kind of physical activity is acceptable or unacceptable to me and know what to do if I need support with this. -To participate in making and changing rules. -To understand why different rules are needed in different situations. -To know where to find impartial advice to support my decision-making. -To show empathy with other people and situations. -To explain how to keep my skin 	<p>how these are similar or different to mine.</p> <ul style="list-style-type: none"> -To describe what bullying is and the harm it causes. -To listen and show respect for the view of others, even if they differ from my own. -To identify my own strengths and tell these to someone. -To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive. -To know that all genders and all people are equal and have equal rights. <p>RSE:</p> <ul style="list-style-type: none"> -To explore the differences between males and females and to name the body parts 	<p>and other negative behaviour that I experience or witness.</p> <ul style="list-style-type: none"> -To demonstrate how to keep safe on and near roads and railways. -To describe and demonstrate safety rules when playing, working and communication online. -To know that there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol. -To understand that some information in the media and online is not true 	<p>on and near roads and railways.</p> <ul style="list-style-type: none"> -To demonstrate how to look after and handle money in everyday situations. -To make simple financial decisions and consider how to spend money. -To know some of the different ways to gain money. -To know that all genders and all people are equal and have equal rights. <p>RSE:</p> <ul style="list-style-type: none"> -To consider touch and to know that a person has the right to say what they like and dislike 	<ul style="list-style-type: none"> -To know why it is important to drink water regularly and how much I should drink. -To know that there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol. -To understand why different rules are needed in different situations. -To identify and celebrate positive achievements during my time in Year 3. -To identify my strengths, areas for improvement and set myself goals for Year 4. 	<p>surprises and can recognise secrets that need to be shared with trusted adults.</p> <ul style="list-style-type: none"> -To brush my teeth well in the morning and before bed. -To judge what kind of physical activity is acceptable or unacceptable to me and know what to do if I need support with this. <p>RSE:</p> <ul style="list-style-type: none"> -To explore different types of families and who to go to for help and support.
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	protected from the sun.					
Art		<p>Access Art: Drawings with charcoal. Children discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways.</p> <p>Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of</p>		<p>Access Art: Working with Shape and Colour. Children use close looking and the “Show Me What You See” technique to explore artwork from a particular artist, movement or era.</p> <p>Children then explore how they can use shape and colour to simplify elements, inspired by Henri Matisse.</p> <p>Using first collage, then simple printmaking methods, pupils play with positive and negative shapes and spaces to create</p>	<p>Access Art: Telling Stories through drawing and making</p> <p>Children are enabled to make sculptural equivalents of characters from film and literature.</p> <p>The term begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object.</p> <p>Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to</p>	

		narrative feeds the imagination		meaningful compositions in response to the original artworks they looked at.	develop and make a sculptural character. Children will be using a range of mediums: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).	
DT	Textiles 2D shape to 3D product To design a purse/wallet for themselves to carry their money in.			Mechanical Systems Levers and linkages To make a pop-up story book for them to read to a child in Early Years at story time.		Food Healthy and varied diet To make a sandwich with a side salad to eat for themselves at a summer picnic.
Food for Life	Preparing the planters	Maintaining the planters and outside area.	Maintaining the planters and outside area	Planting spring bulbs.	Maintaining the spring bulbs and produce.	Harvesting the produce for the kitchen to use.
Geography	<u>Is Nottinghamshire the best county in Great Britain?</u> -To understand what a county is -To name and locate areas of high ground -To name and locate rivers and sea in the UK.		<u>Why does the earth shake, rattle and roll?</u> -To describe what you find underground. -To explain how volcanoes are formed. -To explain how volcanoes affect people's lives.			<u>What does a cartographer do?</u> -Compass field skills (fieldwork-link to compass NC objective) -To use simple sketch maps to show how land is used. -To draw a simple sketch map.

	<ul style="list-style-type: none"> -To identify human features of Nottingham -To identify physical features of Nottingham -To compare Nottinghamshire to another county in the UK. 		<ul style="list-style-type: none"> -To explain what causes earthquakes and how they are measured. -To explain what causes tsunamis and how they affect people. -To explain what causes tornadoes and the effects that they have. 			<ul style="list-style-type: none"> -To use a key on a map to show how land is used. -To create a simple sketch map to show how land is used. -To create a simple map to show how land is used. -To describe land use in urban and rural areas of the UK. -To explain how land is used for different types of farming.
History		<p><u>How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?</u></p> <ul style="list-style-type: none"> -To describe and explain what the term life expectancy means. -To compare and contrast sources of evidence to reach a judgement -To describe what Edward Jenner discovered in 1796 -To identify, describe and 		<p><u>To understand where the Roman Empire began and where it spread</u></p> <ul style="list-style-type: none"> -Locate the UK on a world map and to locate Italy. -Identify parts of the world where the Roman empire spread -To use research skills to find out about Julius Caesar -To use research skills and artefacts to find out what a Roman Soldier wore and why. 	<p><u>To understand why, where and when the Scots and Anglo-Saxons invaded Britain</u></p> <ul style="list-style-type: none"> -Describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were -Describe a typical Anglo-Saxon village and explain what jobs the people did. -Analyse and describe Anglo-Saxon artefacts 	

		sequence the main milestone in the history of medicine.		<ul style="list-style-type: none"> -To establish a chronological understanding of the Roman Invasion of Britain. -Look at British resistance and the events of 'Boudicca's Rebellion' from different perspectives -Understand the impact that Roman invasion of Britain had on technology, culture and beliefs - Roman Music, roman mosaics, aqueducts, roman roads, roman gods etc 	<p>and explain what they can teach us about Anglo-Saxon culture.</p> <ul style="list-style-type: none"> -Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped -Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. 	
Spanish	Greetings	Numbers and colours	Seasons	The classroom	Fruit and vegetables	At the cafe
Music	<ul style="list-style-type: none"> -Selecting descriptive sounds to accompany a poem. -Creating a musical re-telling of a poem. -Accompanying a song with a melodic ostinato. -Exploring timbre to create a descriptive piece of music. 	<ul style="list-style-type: none"> -Choosing instruments / timbre to create a sound scape. -Combining chants & soundscapes into a rondo structure. -Deliver a class performance of the rondo structure piece. -Understanding how music can be 	<ul style="list-style-type: none"> -Learning how sounds are produced and instruments are classified. -Learning about aerophones. -Understanding musical conversation structure. -Learning about idiophones. 	<ul style="list-style-type: none"> -Understanding the concept of a scale / pentatonic scale. -Understanding pitch through reading graphic notation. -Performing a pentatonic song with tuned and untuned percussion. -Understanding the concept of metre & 	<ul style="list-style-type: none"> -Identifying and performing an ostinato. -Improvising to an ostinato accompaniment. -Performing rhythmic ostinatos individually and in combination. -Developing an understanding of basic rhythm notation. 	<ul style="list-style-type: none"> -Recognising rhythm patterns in staff notation. -Understanding and using simple pitch notation. -Reading simple rhythm and pitch notation. -Representing sounds with symbols.

	<ul style="list-style-type: none"> -Learning about ternary form. -Singing a song with expression and dynamics. -Compose lyrics for a verse of a song. 	<ul style="list-style-type: none"> organised into sequences. -Use voices and actions to perform simple rhythms to a steady beat. -Understanding how music / rhythms can be organised in layers. 	<ul style="list-style-type: none"> -Exploring contrasting moods and effects as part of a performance. -Understanding call and response using rhythmic patterns 	<ul style="list-style-type: none"> identifying the metre of a piece of music. -Playing independent parts in more than one metre simultaneously. 	<ul style="list-style-type: none"> -Composing own rhythms with notation. 	<ul style="list-style-type: none"> -Learning to play tuned percussion reading notation.
PE	<p><u>Real PE: Personal:</u></p> <ul style="list-style-type: none"> -To cope well and react positively when things become difficult. -To persevere with a task and I can improve my performance through regular practice. -To know where I am with my learning and I have begun to challenge myself. -To try several times if at first I don't succeed and I ask for help when appropriate. <p><u>Team games – hockey</u></p> <ul style="list-style-type: none"> -To demonstrate successful hitting and striking skills. 	<p><u>Real PE: Social:</u></p> <ul style="list-style-type: none"> -To cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. -To show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. -To help praise and encourage others in their learning. <p><u>REAL Gym</u></p> <ul style="list-style-type: none"> -To explore shapes and travel using different pathways and begin to link these to create a sequence. 	<p><u>REAL PE: Creative</u></p> <ul style="list-style-type: none"> - To link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. -To make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. - To begin to compare my movements and skills with those of others. I can select 	<p><u>Swimming</u></p> <p>By the end of Key Stage 2, children should be able to:</p> <ul style="list-style-type: none"> -Swim competently, confidently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations. 	<p><u>Real Dance: physical</u></p> <ul style="list-style-type: none"> -To explore different standing and floor shapes. -To develop interesting and inventive ways of moving between standing and floor shapes. -To put shapes into a repeatable sequence. Explore and develop circles. -To create ways of moving between shapes by moving arms and legs in large circles and at a variety of angles. -To create different ways of using circles to make turns and jumps. -To explore and develop standing 	<p><u>Real PE: Applying Physical</u></p> <ul style="list-style-type: none"> - To perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. -To perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. -To perform a range of skills with some control and consistency. I can perform a sequence of

	<ul style="list-style-type: none"> -To develop a range of skills in striking where appropriate. -To practise the correct batting technique and use it in a game. -To move with the ball in a variety of ways with some control. -To use two different ways of moving with a ball in a game. -To pass the ball in two different ways in a game situation with some success. -To know how to keep and win back possession of the ball in a team game -To find a useful space and get into it to support teammates -To use simple attacking and defending skills in a game. -To use fielding skills to stop a ball from travelling past them -To apply and follow rules fairly. 	<ul style="list-style-type: none"> -To develop sequences using a variety of shapes, travel and pathway -To consolidate and perform sequences using a variety of shapes, travel and pathways. -Explore rotations (rolls and spins) and begin to link these to create a sequence. -To develop sequences using a variety of rotations, levels, directions and speeds. -To consolidate and perform sequences using a variety of rotations, levels, directions and speeds. 	<p>and link movements together to fit a theme.</p> <p><u>Real PE:</u> <u>Cognitive:</u></p> <ul style="list-style-type: none"> - To understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. - To understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. - To begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. 		<p>and floor shapes with a partner.</p> <ul style="list-style-type: none"> -To find interesting and inventive ways of moving between the standing and floor shapes with a partner. -To use partner shapes and moving between shapes with a partner to create a sequence of movement that can be remembered and repeated. <p><u>Athletics</u> <u>Running</u></p> <p>To identify and demonstrate how different techniques can affect performance.</p> <ul style="list-style-type: none"> -To focus on arm and leg action. -To begin to combine running with jumping over hurdles. <p><u>Jumping</u></p> <ul style="list-style-type: none"> -To use one and two feet to take off and to land with. -To develop an effective take-off 	<p>movements with some changes in level, direction or speed.</p> <p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> -To demonstrate successful hitting and striking skills. -To develop a range of skills in striking and fielding where appropriate. -To practise the correct batting technique and use it in a game. -To strike the ball for distance. -To throw and catch with greater control and accuracy. -To practise the correct technique for catching a ball and use it in a game. -To perform a range of catching and gathering skills with control. - To catch with increasing control and accuracy. -To throw a ball in different ways (e.g.
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	<ul style="list-style-type: none"> -To understand and begin to apply the basic principles of invasion games. -To know how to play a striking and fielding game fairly. 				<p>for the standing long jump.</p> <ul style="list-style-type: none"> -To develop an effective flight phase for the standing long jump. -To land safely with control. <p><u>Throwing</u></p> <ul style="list-style-type: none"> -To throw with greater control and accuracy -To show increasing control in their overarm throw. -To perform a push throw. -To continue to develop techniques to throw for increased distance. 	<p>high, low, fast or slow).</p> <ul style="list-style-type: none"> -To develop a safe and effective overarm bowl.
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