

HG&E

- **Geographical skills and field work** - use world maps, globes and atlases to identify the continents and oceans studied.
- Use simple compass directions, locational and directional language to describe the location of features and routes on a map.
- Learn about the lives of significant individuals in the past.

RE

- Provoke challenging questions about beliefs, the self, issues of right and wrong, and what it means to be human. Develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.
- fostering personal reflection and spiritual development
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn.

Aye Aye Captain!

ICT

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

ART

- Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and, making links to their own work.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically

PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games, developing simple tactics for attacking and defending.

PSHCE

- Make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing.
- **Relationships** pupils should be taught: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts,
- how to recognise and manage emotions within a range of relationships. how to recognise risky or negative relationships including all forms of bullying and abuse.

Literacy

- Match organisation to purpose, e.g. story, report, instructions.
- Writing shows that I have some awareness of structures of different genres, organisational devices and the importance of the reader.
- Check our writing and make sure it makes sense.
- Be able to listen with confidence for longer periods and in an increasing range of contexts
- Beginning to remember and follow a short series of instructions
- To use connectives- and but so that
- To use comma, apostrophes, question marks and exclamation marks in different pieces of writing.
- To create descriptive extended noun phrases.
- To read a range of fiction and non fiction texts

Numeracy

- recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- use place value and number facts to solve problems
- identify, represent and estimate numbers to 1000 using different representations (Y3)
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)
- compare and order numbers up to 1000 (Y3)

S&T

- Work scientifically, follow practical and scientific methods, processes and skills through teaching
- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.