

**Whole Year Curriculum Map – Hazel Class Year 3/4  
2020 / 2021**

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Values and Theme	Christian Value across the Term	Kindness	Compassion	Love	Faith	Forgiveness	Respect
	Whole School Theme	What A Wonderful World Road Trip USA		Horrible Histories Rotten Romans		Blank Canvas To Be Or Not To Be (Shakespeare)	
	Theme days, Trips, Visitors, Enrichment Activities	<ul style="list-style-type: none"> <li>Cowboy dress up and feast.</li> </ul>		<ul style="list-style-type: none"> <li>Roman dress up day</li> <li>Visit to Dover Museum</li> </ul>		<ul style="list-style-type: none"> <li>Shakespeare play</li> <li>Talent show</li> </ul>	

Forest School

**FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year**

		Recovery/Catch up	Number	Number	Number	Fractions	Decimals	Geometry	
Hazel Class, Year 3/4	Maths (White Rose)	<ul style="list-style-type: none"> <li>Timetables practice</li> </ul> Recap over year 3 maths.	<ul style="list-style-type: none"> <li>Place Value</li> </ul> <b>Number</b> <ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> </ul> <b>Number</b> <ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Length &amp; Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> </ul> <b>Fractions</b>	<b>Fractions</b>  <b>Number</b> Y3 Measurement: Mass and Capacity	<ul style="list-style-type: none"> <li>Year 4 money</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Time and Converting Units</li> </ul> <b>Statistics</b>	<ul style="list-style-type: none"> <li>Properties of Shape</li> <li>Y4 Position &amp; Direction</li> </ul> <b>Consolidation</b>	
	Literacy	Text	The Indian in the Cupboard		Across the Roman Wall		A Midsummer Nights Dream		
		Writing Genre	<b>Recovery/Catch up</b> Outdoor learning – poetry. Team bonding skills.	<b>Non Narrative</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Leaflets</li> <li>Persuasive writing</li> </ul>	<b>Non Narrative</b> <ul style="list-style-type: none"> <li>Explanation texts</li> <li>Newspaper reports</li> <li>Instructions</li> </ul>	<b>Non Narrative</b> <ul style="list-style-type: none"> <li>Formal letter</li> <li>Recount</li> </ul> <b>Narrative</b> <ul style="list-style-type: none"> <li>Historical narrative</li> </ul>	<b>Non Narrative</b> <ul style="list-style-type: none"> <li>Biographies</li> <li>Explanation Texts</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Personification</li> </ul>	<b>Narrative</b> <ul style="list-style-type: none"> <li>Play Scripts</li> <li>Fairy Tales</li> </ul> <b>Narrative</b> <ul style="list-style-type: none"> <li>Story telling from Music/Art</li> </ul>	<b>Non Narrative</b> <ul style="list-style-type: none"> <li>Persuasive writing</li> </ul> <b>Narrative</b> <ul style="list-style-type: none"> <li>Myths and Legends/Fables</li> </ul>
	R.E. (Understanding Christianity)	<b>Creation</b> What do Christians learn from the Creation story?	<b>Incarnation</b> What is the Trinity?	<b>Gospel</b> What kind of world did Jesus want?	<b>Salvation</b>	<b>Hinduism</b> What does it mean to be a Hindu in Britain today?	<b>Journeys</b> Why do some people think that life is a journey		

					Why do Christians call the day Jesus died Good Friday?		and what significant experiences mark this?
<b>History</b>	<u>Wild West USA</u> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> </ul>			<u>The Roman Empire and its Impact on Britain</u> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>British resistance, for example, Boudicca</li> </ul>		<u>William Shakespeare and the Tudors</u> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	
<b>Geography</b>	<u>Locational Knowledge</u> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <u>Human and Physical Geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <b>water cycle</b>			<u>Place Knowledge</u> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	
<b>Science</b>	<u>Animals, including Humans</u> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<u>Electricity</u> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>using results to draw simple conclusions, make predictions for</li> </ul>	<u>States of Matter</u> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<u>Living Things and their Habitats</u> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<u>Sounds</u> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<u>Investigations</u>  <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to 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	<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> </ul>

				<ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>		<p>presenting data and information</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>presenting data and information</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><b>Design &amp; Technology</b></p>	<p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</li> <li>individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣</li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, 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				<ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	of others to improve their work ♣ <ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<b>Languages</b>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *speak in sentences, using familiar vocabulary, phrases and basic language structures All Around the Town.</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>*describe people, places, things and actions orally* and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words All Around the Town *appreciate stories, songs, poems and rhymes in the language 'Mon Beau Sapin' song</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>*present ideas and information orally to a range of audiences *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Family and Friends</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>*explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *write phrases from memory, and adapt these to create new sentences, to express ideas clearly Family and Friends Create 'Happy Family games'</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Our School</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Our School</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>use and understand staff and other musical notations</li> </ul>	

	<b>PE</b>	<b><u>Recovery Curriculum</u></b>	<b><u>Tag Rugby</u></b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Basketball</u></b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Dance</u></b> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Gym</u></b> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Kwik Cricket</u></b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Athletics</u></b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
	<b>PSHE (Jigsaw)</b>	Recovery Curriculum Being Me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	