

Year 3 Curriculum Map – 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Tomb Raiders	Basildon	Were the Romans really rotten?	South America	From Roots to Canopies	Railway Revolution
	We will be learning about Ancient Egypt, and researching the past. The children will be able to make connections and contrasts over time.	We will be looking at our local area and changes over time. The children will be discussing what has changed in their lifetimes and why.	We will be continuing to develop and add to our chronological awareness of the past and how the past has changed Britain into the country we live in today.	We will be looking at the parallels of our locality to that of Brazil. We will be learning about the non – European country, comparing and contrasting it with Britain.	We will be looking at the rainforests, why we need rainforests; why they are being destroyed and the different levels of a rainforest.	We will be looking at history enquiry skills such as sources, evidence and comparative changes, questioning and research. We are also looking at a period of British history that has not yet been covered in the school. The exciting revolution of the many changes of the railway.
Books	The Boy Who Grew Dragons	The Iron Man	The Nothing to See Here Hotel	Krindlekrax	The Magic Faraway Tree	A Bear Called Paddington
	The boy who grew dragons engages the children’s imagination and creativity through its use of humour and descriptive language. The magical elements draw the children into the story, whilst the relatable main character of their age helps them to understand the feelings of the characters, which helps develop key inference skills at this stage of the year. The accessible language and variety of vocabulary helps support the development of high-level writing within their story writing, poetry and non-chronological reports.	This text has been chosen specifically to increase the children’s’ exposure to high level descriptive vocabulary which also enables their imagination and creative writing in a number of genres such as: Story writing, poetry and character descriptions. We have also used this text to engage the pupils in an appealing story that allows for direct use of a number of comprehension question types, such as inference, retrieval, prediction and summary.	Welcome to The Nothing to See Here Hotel for magical creatures, where weird is normal for Frankie Banister and his parents who run the hotel. When a messenger arrives announcing the imminent arrival of the goblin prince Grogbah, Frankie and his family rush into action to get ready for their important guest. But it soon becomes obvious that the Banister family are going to have their work cut out with the demanding prince and his never-ending entourage, especially when it turns out the rude little prince is hiding a secret. The Nothing to See Here Hotel is a fun-filled text with engaging character and setting descriptions. Exploring an alternative world to one we believe exists. Importantly, the book supports development of the English language by using a variety of expanded noun phrases which can develop descriptive writing, supporting children to develop character and setting descriptions of their own. Furthermore, children are exposed to similes throughout, ‘look don’t tell’ language, first person narration, past tense narrative writing with recorded speech and rhetorical questions, supporting children to embed their understanding of sentence types.	The Krindlekrax is an engaging novel with a story that provides the children with interesting discussions surrounding friendships and overcoming anxiety. The cross curricular links to PSHE in particular help to support the children in tackling difficult emotions and overcome problems, this is a prevalent topic in terms of supporting pupil wellbeing through discussion and relation to the book. The text itself allows for many different text types such as recounts for past tense verbs, fact files for technical language and constucti8ng storey endings within their writing.	The faraway tree is a classical text filled with rich high-level vocabulary that is perfect for developing a rich descriptive bank of words for writing such text types as fairy stories, play scripts and poems. The many uses of direct speech and punctuated speech allows for a wonderful gateway into teaching the children how to use this in their writing, whilst also introducing intonation and expression into guided reading lesson when reading aloud.	Stories of Paddington Bear have delighted children all over the world for more than sixty years. Paddington Bear had travelled all the way from Darkest Peru when the Brown family first met him on Paddington station. Since then their lives have never been quite the same...for ordinary things become quite extraordinary when a bear called Paddington is involved. A Bear Called Paddington is a wonderful, family centred text which is filled with ideas of supporting the people we care about. This supports children to consider empathy linking to PSHE and the different family units which are explored in this term’s RSE. Paddington allows children to expand on their previous learning about South America with Paddington emigrating from Peru. The link to transport is evident with a range of transportation methods being utilised throughout the text to achieve global migration. This book, alongside the recent introduction of the movies supports children to develop their play script understanding, looking at the expressions, body language and gestures to convey emotion. These elements will support children through their transition to Year 4 and 5 where they begin exploring the genre of playscripts in more depth.

			Children can apply their retrieval, inference, prediction and summary skills during reading activities, identifying key moments in the story and inferring the motives for the Prince's visit to the hotel and Frankie's emotional state throughout. Expanded noun phrases, similes and the use of inverted commas.			
Trips	Egyptian workshop Science – Rocks and Soils Workshop		Colchester Castle			Skreens Park Adventure Centre
Maths	- Place value - Addition & subtraction	- Addition & subtraction - Multiplication & division	- Multiplication & division - Length and Perimeter	- Fractions - Mass and Capacity	- Fractions - Money - Time	- Geometry-properties of shape - Statistics
English	Descriptive writing 1 or 2 weeks - also included in Adventure Story Instructions- Jonathan Bond- How to write instructions (follow structure but link to key text) 1 week- + Adventure story - Story with familiar settings. - Jonathan Bond- How to describe settings 3-4 weeks. Structured poetry- Jonathan Bond- How to write a haiku - 1 week	News reports (performance) Non-chronological report Acrostic Poem REMOVED 2025-26 Diamante Poetry - Jonathan Bond- How to write a diamante poem	Explanation text- Jonathan Bond- How to explain - Roman Roads Balanced argument text Character Description Jonathan Bond- How to write a recount - Colchester Castle	Alternative ending writing BOOK WEEK - Reading focus. Formal letter writing - email - Persuasion Text Shape Poetry	Fairy stories - Jonathan Bond- How to describe settings Diary entry - AS A CHARACTER	Reading a playscript - drama focus - Jonathan Bond-How to perform a scene Informal letter writing Instructions
Science	Rocks and Soil	Forces and Magnets		Animals including humans	Plants	Light
Key Knowledge	- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter	- Tell you some materials that are not magnetic. - Group together materials based on if they are magnetic or not. - Tell you about the poles of a magnet. - Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing. - Tell you some materials that are not magnetic. - Group together materials based on if they are magnetic or not. - Tell you about the poles of a magnet. - Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.		- Tell you about the different parts of the human digestive system. - Tell you about the different types of teeth I have in my mouth. - Draw a food chain.	- Tell you what the roots of a plant do. - Tell you what the stem or trunk of a plant does. - Tell you what the leaves of a plant do. - Tell you what the flowers of a plant do. - Tell you why different plants need different amounts of water, light and heat to grow and stay healthy. - Tell you how water is transported inside plants.	- Explain why we need light to see things. - Explain that dark is the absence of light. - Tell you why the sun is dangerous to the eyes. - Tell you how shadows are formed. - Tell you about reflected light. - Tell you why shadows are sometimes long and sometimes short.

					Tell you about the lifecycle of a flowering plant.	
Vocabulary	fragment weathering erosion wind rain water sediment Igneous Metamorphic sedimentary	Push Pull Stretch Twist Newtons Newton Meter Force Magnet Surfaces Friction	Push Pull Stretch Twist Newtons Newton Meter Force Magnet Surfaces Friction	Predator Prey Habitat Food chain Herbivore Carnivore Omnivore	Stem Trunk Stamen Seed Roots Leaves Seed dispersal Flower Bulb Light Lifecycle	Light Dark Shadow Sun Time Distance Warning Torch Project
Geography	History Focus	Basildon	History Focus	South America	From Roots to Canopies	History Focus
	Geography is as practical, interactive and immersive as possible. We try to contextualise the locations relevant to the topics taught to their local area. When studying the local area, we get out and about and speak to local people. We look at a variety of local areas and work to complete a final project on their community. We address prior knowledge of geographical terminology by engaging their interests, such as Roald Dahl's house. We teach the children how to use a wide variety of resources, such as maps and atlases. The internet is also used, websites such as Google Earth and Arc Gis are invaluable to help the children understand the comparisons between Basildon and other areas. We have an extensive photographic range of images of Basildon that the children love to study and compare. They also look at photographs and clips of places we are unable to reach, e.g. South America, in order to bring topics to life. We invite adults in, to talk about their personal experiences. As part of Cross Curricular learning we invite Basildon Heritage in to discuss the changes in Basildon, both with regards to changing ideas and changes of land use. It is important, that as a school we have support from the local community. The area is changing and as a result we are able to utilise the wonderful support from people who have lived in a wide variety of countries and love to share their knowledge with us. The children complete a wide range of activities in order to enhance and develop their learning. They particularly enjoy completing a detailed project on the changing of the local area which concluded with a field trip into the local area. It is essential for the children in our school to develop an excellence understanding and good use of geographical vocabulary. We encourage the children to foster an opinion of all areas and to back up their opinions with facts.					
	N/A	Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers- what is a map? How is the UK split up? What are the capital cities? What is the weather like and compare this to other countries? What effects do we have on the environment? Eg ∴ How does Basildon now compare to Basildon in the past? What are the physical features of Basildon? What are the human features of Basildon?	N/A	Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers- <i>What is it like to live in this place?</i> <i>How does the UK compare to South America?</i> <i>How does the weather differ?</i> <i>Why is it hotter closer the equator?</i> <i>How many continents are there?</i> Recognise keys and symbols- differentiating countries, capital cities, rivers, other main cities	Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers <i>What is a key?</i> <i>What are the compass directions?</i> <i>How can you locate a road on a map?</i> <i>What are the four countries that make up the UK?</i> Recognise keys and symbols- differentiating countries, capital cities, rivers, other main cities Know and use the 4 main points of a compass and use simple compass directions.	N/A

		Make simple observations of weather patterns the UK and climate across the globe Use a range of sources to research and present information, including ICT (E.g. reports, sketches, pictures) Develop understanding of difference between human and physical geography and their similarities and differences Discuss the UK and the surrounding areas/weather changes and compare them Understand geographical similarities and differences through the study of places linked to topic (Basildon) Use world maps, atlases and globes to identify the UK and its countries		Make simple observations of weather patterns the UK and compare to other places around the world Use globes, maps, plans at a range of scales - i.e. following a route on map Explain how weather changes with each season and discuss how this is different in other countries Develop understanding of difference between human and physical geography and their similarities and differences Compare the UK to South America (Brazil) Understand the location of hot and cold areas of the world in relation to the Equator, hemispheres and the North and South Poles Understand geographical similarities and differences through the study of places linked to topic (Basildon and Brazil) Identify the 5 oceans and locate countries, focussing on Europe (including Russia) and North and South America Identify the equator, North and South poles on a globe and/ or world map. Discuss the hemispheres and what this means	Use other directional language (left/ right/ up / down/ forwards/ backwards). Use globes, maps, plans at a range of scales - i.e. following a route on map Explain how weather changes with each season and discuss how this is different in other countries Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, mountain Discuss the UK and the surrounding areas/weather changes and compare them Discuss countries that pupils have connections with (heritage or visited) and describe a place outside Europe using geographical terms and express own views about people, places and environments Identify the 7 continents and name characteristics Name, locate and identify characteristics of the four countries and cities of the UK and its rivers	
Key Vocab	N/A	Houses Trees	N/A	Europe South America	Roads Map	

		Roundabout Shops Library School Church House Bungalow Semi-detached Flat Data		North America Environment Physical characteristics Human characteristics Cities Rainforests Brazil Climate	Plan Scale Record Direction Key Paths North East South West	
History	Ancient Egyptians		Romans			Railway Revolution
	History is as practical, interactive and immersive as possible. We try to contextualise the historic events relevant to the topics taught. We address prior knowledge of Historical terminology by engaging their interests, putting themselves into someone’s shoes and empathising. We ensure that children and families have many opportunities to work together in order to be involved in their historical learning by setting a wide range of interactive and engaging varying types of homework. We teach the children how to use a wide variety of resources, such as primary and secondary sources. The internet is also used for the children to research important information, both in and outside of school. We have an extensive photographic range of images of Basildon that the children love to study and compare. We invite adults in, to talk about their personal experiences. As part of Cross Curricular learning we invite Basildon Heritage in to discuss the changes in Basildon, both with regards to changing ideas and changes of land use. The area is changing and as a result we are able to utilise the wonderful support from people who have lived locally for a long while and seen many changes. We are fortunate enough to provide interactive, all day workshops, which engage the children in an extensive range of activities which will enhance the classroom-based learning. It is essential for the children in our school to develop an excellence understanding and good use of Historical vocabulary. We encourage the children to foster an opinion of all areas and to support their opinions with facts.					
Key Question	What did the ancient Egyptians believe?		Why did the Romans settle in Britain?			How have children's lives improved?
Key Knowledge	Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings		Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain			Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact
Vocabulary	BC/AD decade ancient century period Monarch Emperor queen Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence sources information finding skills Historian Historical Primary source Secondary source		Boudicca Empire Invasion Legacy Romans Settlers			Apprentice Change Childhood Continuity Leisure time Oath Parliament Poverty Primary source Secondary source

Lessons	I can describe what gods the Egyptians believed in and why this changed.		I can identify that the Romans invaded 3 times and why they did this.			I can describe how transport has changed in the Egyptian, Roman, Victorian and modern period.
	I can explain how we know the achievements of certain pharaohs (e.g. Rameses II, Tutankhamun, Akenhaten).		I can explain why some tribes (e.g. the Iceni) fought against the Romans and why others did not.			I can identify changes and continuity in transport in our local area.
	I can identify when and where the first ancient civilizations* began.		I can compare how life in Britain changed before and after the Roman invasion.			I can explain how and why transport has affected our local area.
	I can identify what a primary source is and give an example.		I can understand that sources can sometimes tell us different information.			I can explain if a source helps me learn about the past.
	I can organise some events in chronological order within a period.		I can use a source to write a simple answer to an enquiry question.			I can compare changes between at least two periods.
	I can ask questions about the past using 'How far...', 'To what extent'... 'Do you agree that...'		I can use vocabulary relating to time passing e.g. century, decade, AD, BC, when speaking in class.			I can understand that different people take different information from sources.
Art and D+T	Cooking	Textiles/Collage Basildon	Sculpture/3D Work Were the Romans really Rotten?	Printing Brazil/South America	Drawing From Roots to Canopies	Drawing/Painting Railways
	We ensure that both art and design & technology are immersive and engaging lessons that link to our termly topics. We encourage the children to use and experiment with a wide range of resources that they would not usually have the fortuity to use at home. Furthermore, we embed the key skills as put forward in our curriculum map, such as; Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works, confidently create different effects and textures with paint according to what they need for the task. Our sketchbooks are used to show progression of skills from the start of the year until the end, moreover these sketchbooks are passed up within the school to address gaps in prior learning and to progress underdeveloped skills from previous years. We use the sketchbooks as a record of their skills and learning.					
Key knowledge	Mini Quiches/Apple Pies Children should be able to design, make and evaluate their food. Children should be able to say what went well and what they would do next time instead. Start to use research and develop design criteria to inform the design of innovative, functional,	Create a mosaic using paper/cardboard squares for Basildon town centre. (2 Lessons) Natural tie onto different materials. (2 Lessons) Collage– Basildon theme (2 Lessons) Construct a simple base for extending and	Make Roman shield (decorate with folded cut paper or paint) (2 Lessons) Create Roman shields 2D relief drawing Successfully join 2 parts. (2 Lessons) Roman coins (drawing with clay). explore carving as an art form – Roman patterns (1/2 Lessons)	Wax crayon/oil pastel monoprints of Brazilian artefacts, Pyramids etc) (2 Lessons) Monocolour v multicolour printing using natural resources (broccoli, limes, potatoes) (2 Lessons) Leaf printing (to represent the Brazilian Rainforest (Artist: Henri Rousseau or Romero Britto) (2 Lessons)	Create 4 different ideas for a faraway tree portrait with a patterned background. Choose the best one. (2 Lessons) Experiment with different types of mark making and media (in a grid or divided circle) (2 Lessons) Design an animal mask (1 lesson to design, 2 lessons to make, if there is time).	Paint your favourite train (1 lesson). Paint a landscape train track with a view. Using layers to get the background and the foreground. (3 Lessons). Sketch the cover of the class book (1 Lesson) Demonstrate increasing control of the types of marks made and experiment with different

	appealing products that are fit for purpose, aimed at particular individuals or groups	modelling other shapes. Use a sketchbook to draw and plan.	Construct a simple base for extending and modelling other shapes.	Print simple pictures using different printing techniques.	Create textures and patterns with a wide range of drawing implements.	effects and textures inc. blocking in colour, washes, thickened paint creating textural effect
	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Discuss own work and others work, expressing thoughts and feelings. Join materials and explore different textures.	Begin to show an awareness of objects having a third dimension and perspective.	Continue to explore both mono-printing and relief printing.	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.
	Start to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately		Explore carving as a form of 3D art.	Demonstrate experience in combining prints taken from different objects to produce an end piece.	Use language appropriate to skill and technique	Explore 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.
	Start to 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		Produce more intricate surface patterns/ textures and use them when appropriate.	Start to gain experience in applying colour with printing.	Use a sketchbook to draw and plan.	Confidently create different effects and textures with paint according to what they need for the task.
			Use a sketch book to plan and record ideas	Use equipment and media correctly and be able to produce a clean printed image	Control the types of marks made with different media such as crayons, charcoal, pens, etc.	
			Understand and use mechanical systems in their products for example gears, pulleys, cams, levers and linkages.	Use a sketch book to plan and print.		Discuss own work and others work, expressing thoughts and feelings.
	Start to investigate and analyse a range of existing products – compare their product to what is already on the market		Apply understanding of how to strengthen, stiffen and reinforce more complex structures.			
	Start to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		Understand and use mechanical systems in products. For example, series circuits incorporating switches, bulbs, buzzers and motors. Apply understanding of computing to program			

	Start to understand how key events and individuals in design and technology have helped shape the world. Understand and apply the principles of a healthy and varied diet. Start to prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques. Start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		monitor and control products – ICT link.			
Key Vocabulary	Cook Prepare Make Mix Ingredient Method Process Evaluate Seasonality	Collage Mosaic Textures Paper Cardboard Button Sew	Overlap 3D layers clay pot glue model pinch roll	Overlap 3D Layers Mono-printing Relief printing Technique Materials wax	Charcoal Shade Tones Smudge Effect Shape Grades Mask Media	Paint Textures Design Express Mix Colour Tones Shades Light Dark
Music		Year 3 Unit 1		Year 3 Unit 2		Year 3 Unit 3
	<u>End of Key Stage 2 statements for Music:</u> Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.					
		<u>Key knowledge:</u> • Tempo: 100 bpm (Andante, a walking pace) • Time Signature: 4/4 (4 crotchets in every bar)		<u>Key knowledge:</u> • Tempo: 104 bpm (Andante, a walking pace) • Time Signature: 2/4 (2 crotchets in every bar)		<u>Key knowledge:</u> • Tempo: 112 bpm (Moderato, a moderate speed) • Time Signature: 3/4 (3 crotchets in every bar)

		- Simple rhythmic patterns using minims, crotchets, quavers and their rests - Key Signature: G major (1 sharp) - Simple melodic patterns using the notes G A B		- Simple rhythmic patterns using minims, crotchets, quavers and their rests - Key Signature: C major (no sharps/flats) - Simple melodic patterns using the notes C D E		- Simple rhythmic patterns using minims, crotchets, quavers and their rests - Key Signature: F major (1 flat) - Simple melodic patterns using the notes F G A
		<u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Home Is Where The Heart Is Joanna Mangona Country 2020/21 Hallelujah Chorus From Messiah George Frideric Handel Baroque 1741 3 Let’s Work It Out Together Joanna Mangona and Pete Readman Pop 2020/21 The Loco-Motion Gerry Goffin and Carole King, with Little Eva Pop 1962 Please Be Kind Joanna Mangona Pop 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 100bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: G, A, B Improvise Together - Activity 1 Tempo: 104bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, G, A		<u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Love What We Do Joanna Mangona and Pete Readman Disco 2020/21 Let’s Groove Earth, Wind and Fire Disco/Funk 1981 When The Saints Go Marchin’ In Unknown Jazz: New Orleans Early 1900s Jaws: Main Theme John Williams Film Music 1975 My Bonnie Lies Over The Ocean Unknown Folk: Sea Shanty Unknown <u>Musicianship (including playing, composing and improvising)</u> Tempo: 104bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C, D, E mprove Together - © Copyright 2021 Charanga Ltd Page 4 of 8 Activity 1 - As Unit 1		<u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Your Imagination Joanna Mangona and Pete Readman Pop 2020/21 Disco Fever Joanna Mangona and Chris Taylor Disco 2020/21 You’re A Shining Star Joanna Mangona and Pete Readman Pop: Ballad 2020/21 Amazing Grace John Newton Soul 1779 Music Makes The World Go Round Rick Coates Musicals 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 112bpm Time Signature: 3/4 Key Signature: F major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: F, G, A Improvise Together - Activity 2 Tempo: 100bpm Time Signature: 4/4 Key Signature: G major Improvise section using: G, A, B, C, D

Vocabulary	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals	Acapella, Appraising, Arrangement, Backing, Balance, Beat, Chorus, Composition, Cover, Duet, Dynamics, Ensemble, Improvisation, Instrumental, Lyrics, Melody, Notation, Original, Pitch, Pulse, Rhythm, Solo, Steady, Structure, Style, Tempo, Verse, Vocals
<u>Progression of knowledge and skills</u>	Musicianship: Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Listening: Respond/Analyse Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it’s a male or female voice singing the song. Talk about the style of the music. Singing Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice. Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C G, A, B, C, D, E E, F♯, G♯, A, B Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note. Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.					

	Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. Playing the Recorder Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb. Creating: Improvising Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. Creating: Composing Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) Performing Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. Connecting Across the Curriculum Topics include: • Your place in your family • Making friends and understanding each other • Using your imagination • Life in different countries • The way people lived
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	- Families - Nature, the environment - Connections with the past					
Religious Education	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry		<i>How do people express commitment to a religion?</i>	<i>What is the Trinity?</i>	<i>What is philosophy? How do people make moral decisions?</i>	<i>What do Muslims believe about God?</i>	<i>What difference does being a Muslim make to daily life?</i>
Religion		Jewish, Sikh, Christian	Christian	Christian, Humanist	Muslim	Muslim
Core Knowledge		- The importance of rites of passage in terms of religious identity. - The role of baptism (infant and adult) in shaping religious identity in the Christian community. - The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.	- God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). - Jesus: As God incarnate, also known as the Son of God. - Incarnation: Jesus as one of the three persons of the Trinity. Holy Spirit: God as spiritually active in the world	- Difference between knowledge, belief and opinion. - The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. - The nature of a philosophical question. - Awareness of variant perspectives about whether some things can be proven. - The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). - Utilitarianism or Hedonism as a way of making moral decisions.	- The concept of Tawhid. - The impact of Tawhid on Muslims. - The impact of the Qur'an containing the actual words of God. - How the existence of God is explained in Muslim teachings. How the Muslim view of deity differs from that of other religions.	
Key words		Belonging, Commitment, Faith, Rite of passage, Sikhism, Amrit, Judaism, Bar Mitzvah, Bat Mitzvah	Baptism, Gospel, Holy Spirit, Son, Father, Trinity	Philosophy, Humanism, Belief, Rules, Wisdom, Utilitarianism, Hedonism, Morality	Allah, Islam, Muhammad (PBUH), Muslim, Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid	
Physical Ed	Balls Skills Fundamentals	Football Dodgeball	Outdoor and Adventurous- outside all weathers Gymnastics	Cricket Fitness	Tag Rugby (tag rugby club) Tennis	Athletics: sports day prep Rounders
Key knowledge	I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.	To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. To be able to create interesting point and patch balances.	To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.	To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two-handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket. To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination.	To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament. To develop racket and ball control. To develop returning the ball using a forehand groundstroke.	To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. To play different roles in a game and begin to think tactically about each role.

	I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I am successful. I can link jumping and hoping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.	To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment.	I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.	To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.	To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others.	To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.
Vocabulary	Running, Jumping, Throwing Long distance, Sprint, Metres, Shotput, Standing long jump	Running, Jumping, Throwing Long distance, Sprint, Metres Shotput, Standing long jump	Ball, Dribble, Goal, Footwork, Posts, Pass, Tackle	Ball, Goal, Pass, Bat, Field	Bat, Ball, Net, Pass, Field	Running, Jumping, Throwing Long distance, Sprint, Metres Shotput, Standing long jump
PSHE	New beginnings, E Safety	Myself and my relationships	Life education	Citizenship	Healthy and safer lifestyles	HRSE, (See separate table below)
Key knowledge & vocabulary	Beginning and belonging Class Rules A new start, changing class, teacher. TEAM Working as a team Being considerate Black History week Resolving problems. Democracy week. R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	My emotions Being proud of achievements. Recognising feelings change over time. Expressing emotions. H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Safety context/healthy lifestyles H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	Rights, rules and responsibilities. Democracy L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others Rules, Laws and Responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities	Diversity and communities Living in the British Isles H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Liberty H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely	Personal safety. SRE (See SRE curriculum) My body My choice R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R26. about seeking and giving permission (consent) in different situations

					and with respect by others (including when online and/or anonymous)	
MFL French National Curriculum	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to: ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ 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 ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages					
Key knowledge	Say hello and goodbye; • introduce themselves Say how they are feeling Count to 10; Say how old they are.	Give and respond to simple classroom instructions appropriately; Identify colours;	Identify body parts Days of the week	Animals 11 – 20	Family members Alphabet Household items Basic prepositions	Food 21 – 31 Months of the year
Vocabulary	Bonjour Hello Bonsoir Good evening Bonne nuit Good night Salut Hi Je m’appelle... My name is... Comment t’appelles-tu? What’s your name? Monsieur Mr Madame Mrs Mademoiselle Miss (Comment) ça va? How are you doing? Bien Good/fine Très bien Very well Comme ci, comme ça Not bad/okay Ça ne va pas très bien Not very well Ça va mal Bad/not well Merci Thank you Salut! Bye! – informal	Asseyez-vous Sit down Levez-vous Stand up Rangez vos chaises Put your chairs under Taisez-vous Be quiet Écoutez Listen Regardez Look Venez au tapis Come to the carpet Répétez Repeat Regardez-moi Look at me Allez-y Off you go Rangez vos affaires Tidy your things C’est de quelle couleur? What colour is it? Bleu Blue Blanc White Rouge Red Noir Black Jaune Yellow Vert Green	Voici This is Mon corps My body La tête Head Les épaules Shoulders Les genoux Knees Les pieds Feet Les yeux Eyes Les oreilles Ears La bouche Mouth Le nez Nose Monday Lundi Mardi Tuesday Mercredi Wednesday Jeudi Thursday Vendredi Friday Samedi Saturday dimanche Sunday	un chat cat une souris mouse un chien dog un oiseau bird un lapin rabbit un poisson fish un serpent snake un hamster hamster un animal	la chambre bedroom la cuisine kitchen la salle à manger dining room la salle de bain bathroom le grenier attic le jardin garden le salon living room le sous-sol basement le bureau office le garage garage une maison – house parents - les parents mother - la mere father - le pere children - les enfants son - le fils daughter - la fille brother - le frere sister - la soeur	Janvier – January Février – February Mars – march Avril – April Mai – May Juin – June Juillet – July Aout – August Septembre – September Octobre – October Novembre – November

	Au revoir Goodbye – formal: ‘to meet again’ À bientôt See you soon À tout à l’heure See you later À demain See you tomorrow Bonne fin de semaine / Bon week-end Have a good weekend zéro 0, un 1, deux 2, trois 3 quatre 4, cinq 5, six 6, sept 7 huit 8, neuf 9, dix 10, Quel âge as-tu? How old are you? J’ai ... ans. I’m ... years old.	Gris Grey Orange Orange Rose Pink Violet Purple		11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt		Decembre - December 21 - vingt et un 22 - vingt-deux 23 - vingt-trois 24 - vingt-quatre 25 - vingt-cinq 26 - vingt-six 27 - vingt-sept 28 - vingt-huit 29 - vingt-neuf 30 - trente
Computing	Computing systems and networks – Connecting computers National curriculum objectives: use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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 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 Lesson objectives: -To explain how digital devices function -To identify input and output devices	Creating media - Stop-frame animation National curriculum objectives: 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Lesson objectives: -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation	Programming A - Sequencing sounds National curriculum objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 Lesson objectives: -To explore a new programming environment	Data and information – Branching databases National curriculum objectives: 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 Lesson objectives: -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	Creating media – Desktop publishing National curriculum objectives: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 Lesson objectives: -To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing	Programming B - Events and actions in programs National curriculum objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 Lesson objectives: -To explain how a sprite moves in an existing project

	-To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network		-To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description			-To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge
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RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources
LKS2 Year 3 Parents can not withdraw children from any lessons. Lesson 1 Differences males and females Lesson 2 Personal space Lesson 3 Family differences Year 4 Parents can only withdraw from lesson 3. Lesson 1 Growing and Changing. Lesson 2 Wat Is puberty? Lesson 3 Puberty changes and reproduction	All children should be able to: -Name the main male and female body parts needed for reproduction. -Describe some of the changes boys go through during puberty. -Describe some of the changes girls go through during puberty. -Describe some feelings young people might experience as They grow up. -Talk about their own family and the relationships within it. -Understand that there are many different types of family. -Identify similarities and differences in different loving relationships. -Explain in simple terms how babies are made and how they are born. -Identify someone they could talk to about their changing body should they need to. -Explain what the male and female reproductive body parts are for. -Discuss ways in which people can deal with or overcome emotions experienced during puberty. -Show respect for the differences between different families. -Describe the conception and birth of a baby, using some scientific vocabulary. -Use scientific vocabulary to accurately explain how babies are made and how they are born.	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen during puberty H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H26. that for some people gender identity does not correspond with their biological sex R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	All vocabulary from KS1 Reproduction Male Female Change Living Uterus Ovaries Penis Testicles Sperm Egg Fallopian tube Foetus Species Puberty Adams Apple Voice box Hair Erection Sweat Deodorant Spots Acne Hormones Chemicals Testosterone Anus Clitoris Urethra Labia Periods Menstruation Breasts Oestrogen Pregnant Embryo Uterus Umbilical cord	Reproduction ppt Reproductive body parts activity sheet Changes in boys ppt Changes in boys word mat and activity. Changes in girls ppt Changes in girls word mat and activity. Where do I come from ppt Where do I come from activity Christopher Winters lesson plans and resources.