

Braywood CE First School
Curriculum map for Year 3 Introductory work

INTENT - Celebrations 'Where I fit into my World'

Be Safe

Forest School Experience

Cooking, team building and safety training
 Healthy Eating
 3D PSE Unit 1 Core 3: Rules & Responsibilities

Enjoy and Achieve

Literacy

Stories, S & L and poems
 Recount of Forest School/ recount on visit to Gurdwara
 Fire lighting/safety instructions
 Newspaper on RE

Maths

Calculations, Shape, Data & Time

Science

Animals including humans
 Skeleton, muscles and nutrients
 3D PSE Unit 2 Core 1 Healthy Lifestyles

Be Healthy

Physical Education

Invasion Games – Benchball
 Invasion Games – Netball

Science

Animals including humans
 Healthy Eating

Additional Activities: Orienteering/
 Football/Rugby/Dance

Achieve Economic Well-being

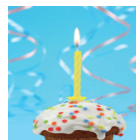
Citizenship

Mums and Dads into School
 Harvest Festival
 Class Budget

Topic Assignment



We are what we eat



Celebrations

Art and DT

Religious Art
 Make a healthy plate
 Pattern in different religions/cultures

ICT

SMART learners and safe learners
 Publishing

Make a Positive Contribution

PSHE

New Beginnings (SEAL)
 We're all stars
 3D PSE Unit 1 Core 1
 Cosmic Yoga as a calming technique

Religious Education

RE Week exploring Hinduism, Judaism and Sikhism

Music

Learning to play a musical instrument
 Composing, Sound & Rhythm
 Compare and Contrast Asian/Jewish/ Christian Music

Celebrations 'Its Great to be Alive'			Year 3
	Literacy, Mathematics and Languages		Literacy, Mathematics and Languages
	<ul style="list-style-type: none"> Big Write - Alien description using big write resources (no story though). Literacy recount of Forest School. Report/recount of visit to Gurdwara. Instruction writing for fire lighting/safety in in the Forest School. 	<ul style="list-style-type: none"> Light – that dark is the absence of light, shadows are formed by opaque objects, that light is reflected off some surfaces and that the light from the sun is dangerous Forces and Magnets – compare forces and magnets, look at qualities of magnets and how Earth's forces can make great changes. 	<ul style="list-style-type: none"> Big Write - Alien description using big write resources (no story though). Literacy recount of Forest School. Report/recount of visit to Gurdwara. Instruction writing for fire lighting/safety in in the Forest School.

IMPLIMENTATION - Subject Objective		IMPACT - Assessment		
RE		Beginning	Secure	Mastery
<ul style="list-style-type: none"> RE Week – Sikhism, Hinduism and Judaism. Focus on Sikhism and visit to Gurdwara. Explain the significance of religious leaders and sacred texts. Describe a range of ways that believers express their core beliefs and make the links between belief and expression. Identify how core beliefs can guide lifestyle choices. Recognise how religious identity can be shaped by family, community and practices (Religious Character) Questions – Describe and explain what motivates and inspires believers and how this can be reflected in actions and practice? Explain and demonstrate how and why believers show courage and commitment? 2a 1 What do Christians learn from the creation Story? 		Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.
Creativity (Art, Music and DT)				
<ul style="list-style-type: none"> Cookery programme for healthy eating Year 3 Music – use their voices expressively and creatively by singing songs, play tuned and untuned instruments and listen with concentration to a wide range of high-quality music. Experiment with create, select and combine sounds using inter-related dimensions of music. Learn a musical instrument. Use and understand musical notation and listen and recall sounds with increasing aural memory. Appreciate a wide range of music from different traditions and composers. Berkshire Maestros Compare & contrast Asian/Jewish and Christian Music 		Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They recognise how	Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform simple melodic and rhythmic parts. They improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. They	Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from notations, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic

	musical elements can be used to create different moods and effects and communicate ideas. They improve their own work.	recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.	phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.
Personal (RE and PSHE)			
<ul style="list-style-type: none"> • PSHE - Proud to belong and contribute to school life and be friendly and wise • We're all stars – proud to belong and contribute to school life • Cosmic Yoga – Learn techniques for self calming 	to talk and write about their opinions, and explain their views on issues that affect themselves and society	to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Braywood CE First School
Curriculum map for Year 3 Term 1

INTENT - Romans

Be Safe

PSHE

Bullying (SEAL)
 Getting on and falling out (SEAL)
 Be friendly, Be wise

Cookery

Skills and Preparation of

Enjoy and Achieve

Literacy

Stories, S & L and poems
 Information diary/booklet
 Creative Writing on Romans

Maths

Calculations, Shape, Data & Time

Science

Light & Shadows
 Forces & Magnets

Topic Assignment



Romans

Art / DT

Famous Roman Architecture, Art and Inventions
 Recreate a piece of Roman Art
 Recreate Roman mosaic with textiles and sewing skills
 Making charriots

ICT

Using search technologies wisely
 3D PSE Unit 6 Core 1: Safety

Be Healthy

Physical Education

Invasion Games – Football
 Invasion Games – Tag Rugby

Additional Activities: Orienteering/
 Football/Rugby/Dance

Achieve Economic Well-being

Citizenship

Christmas Fair
 Class Budget
 Leadership opportunities

Visit to Ufton Court

Make a Positive Contribution

Religious Education

What is it like to follow 'God'?

Music

Christmas Concert
 Composing, Sound & Rhythm

Romans /Veni Vidi Vici			Year 3
	Literacy, Mathematics and Languages	Science	ICT
	<ul style="list-style-type: none"> • Big Write - • Accounts from Roman times • Roman Numerals • Mission 5 Big Write (Legends) + Ruth Miskin Grey story about Androcles. Legend of Romulus and Remus. • Big Write Mission 2 Gnomes – letter to grandchild. • Ufton Court – Report Writing. 	<ul style="list-style-type: none"> • Light – that dark is the absence of light, shadows are formed by opaque objects, that light is reflected off some surfaces and that the light from the sun is dangerous • Forces and Magnets – compare forces and magnets, look at qualities of magnets and how Earth’s forces can make great changes. 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and be discerning in evaluating content.

IMPLIMENTATION - Subject Objective	INTENT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts or pictures (Ufton Court workshop) • Select and record information relevant to the study. • Use appropriate language and a timeline of events. • Begin to use the library and Internet for research and suggest sources to answer questions Ask questions such as ‘how did people?’ ‘What did people?’ • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Look at representations of the period – museums, ICT etc. • Look at similarities and differences between childhood today and in Roman Era (Big Write) 	<p>Pupils show their knowledge & understanding of the past by using words and phrases about the passing of time, placing events and objects in order, by recognising that their own lives are different from the lives of people in the past & by describing some of the topics, events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past has been represented. They observe or handle sources to find answers to questions about the past.</p>	<p>Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time. They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past.</p>	<p>Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms.</p>
Geography			
<ul style="list-style-type: none"> • Human geography including trade links in the pre-Roman and Roman era. • Locate and name the countries making up the British Isles, with their capital cities 	<p>Show an awareness of types of settlement and land use eg farming.</p>	<p>Can identify types of settlement and land use economic activity including trade links.</p>	<p>Can identify types of settlement and land use, economic activity including trade links, and the distribution of natural</p>

<ul style="list-style-type: none"> Location of major Roman settlements in Europe and their names. Compare the countries then and now and note the difference in names. 	Using a template of a map of Europe children can colour in those countries occupied by the Romans.	Using a template of a map of Europe children can colour in those countries occupied by the Romans. Chn can identify modern European countries and label them.	resources including energy, food, minerals and water Using a template of a map of Europe children can colour in those countries occupied by the Romans. Chn can identify modern European countries and label them. They can identify and label the name and boundary changes of countries in the Roman Era.
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> Discover more about great artists, architects and designers in history. Revisit and develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Using textiles and sewing to recreate pattern and form. Sketching of Coliseum/ make a model of the Coliseum Roman Song and dance. Roman Rap/ Heads shoulders, knees and toes in Latin. 			
Personal (RE and PSHE)			
<ul style="list-style-type: none"> Religious art and beliefs of Romans P4C Aspects of invasion and effects on Britain RE- What is it like to follow God? 			

Braywood CE First School
Curriculum map for Year 3 Term 2

INTENT - Local Study around our School 'Here, there and everywhere'

Be Safe

Trips

Visit to Kidzania – learning more about professions

Victorian Day

Enjoy and Achieve

Literacy

Stories, S & L and poems

Maths

Calculations, Shape, Data & Time

Science

Parts of Plants

Topic Assignment



Paintings, Pictures & Photographs

Art / DT

Life studies and still life sketches using a variety of medium

Photomontage of Braywood
Plant Still Life/ Make a mini greenhouse

ICT

Simple Algorithms and Digital Maps

Be Healthy

Physical Education

Dance (Art theme)

Gymnastics – Balance

Games – Striking and fielding games – Trigolf / Cricket

Additional Activities: Orienteering/
Football/Rugby/Dance

Achieve Economic Well-being

Citizenship

Class Budget

Leadership opportunities

ICT

Learning presentations

3D PSE Unit 1 Core 2: Communication

Whole School Events

Literacy Day

Maths Day

Science Day &

ICT Day

Make a Positive Contribution

PSHE

Going for Goals & It's good to be me (SEAL)

Living long, living strong

3D PSE Unit 4 Core 1 : Aspirations

Religious Education

What kind of World did Jesus want?

Easter Story

Music

Composing, Sound & Rhythm

Listen to organ at St. Michael's Church

Local Study around Braywood			Year 3
	Literacy, Mathematics and Languages	Science	ICT
	<ul style="list-style-type: none"> • Big Write- • Literacy through the Arts and theatre • Victorian Day-Diary of a Victorian School child after Victorian day • Orienteering and Math's coordinates • Read story of Matilda (linked to school) then retell story with a change and write a character description of leading character. • World Book Day (Coral Rumble) Poetry. • Write a newspaper report on World Book Day for publication 	<ul style="list-style-type: none"> • Parts of Plants – Identify and describe the functions of different parts of flowering plants, roots, stem etc. Explore plant life, their life cycle and how water is transported within plants. 	<ul style="list-style-type: none"> • Use logical reasoning to explain simple algorithms and design, write and debug programmes • Digital maps e.g. Google Digital maps e.g. Google

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts or pictures • Begin to use the library and Internet for research and suggest sources to answer questions. Ask questions such as ‘how did people?’ ‘What did people?’ • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Look at representations of the period – museums, ICT etc. Ufton Court experience day. • Use timelines to place events in order • Use school website to research history of Braywood School. 	Pupils show their knowledge & understanding of the past by using words and phrases about the passing of time, placing events and objects in order, by recognising that their own lives are different from the lives of people in the past & by describing some of the topics, events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past has been represented. They observe or handle sources to find answers to questions about the past.	Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time. They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past.	Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms.
Geography			
<ul style="list-style-type: none"> • Learn the 8 points of a compass, 2-figure grid reference, some basic symbol and key (including the use of a simplified Ordinance 	Pupils show their developing knowledge and understanding of places by	Pupils show clear knowledge and understanding of aspects of the	Pupils apply their knowledge, skills and understanding in studies at a local scale. They confidently describe physical and

<p>Survey Map) to build their knowledge of UK and wider world.</p> <ul style="list-style-type: none"> • Use fieldwork to observe and record human and physical features in the local area using a range of methods incl. sketch maps, plans, graphs, and digital technology. • Locate and name the countries making up the British Isles, with their capital cities • Produce a ground plan of Braywood School. Use Digimaps to note the changes from past to present. 	<p>describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.</p>	<p>geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p>	<p>human features of places, and recognise and make considered observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment and what we can do about it. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary. Pupils can show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments.</p>
<p>Creativity (Art, Music and DT)</p>			
<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil charcoal, black & white printing 	<p>Pupils explore ideas and make some choices about what they will do. They investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work. They describe some of the characteristics of different kinds of art, craft and design. They suggest ways to improve their own work.</p>	<p>Pupils explore ideas in different ways, collecting information and practical resources in order to make informed choices about their work. They investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings. They describe the work of others commenting on the ideas</p>	<p>Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and</p>

		and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.	approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.
Personal (RE and PSHE)			
<ul style="list-style-type: none"> • PSHE – living long and living strong and daring to be different • Religious aspects of C of E school • Appreciation of life of child in Victorian times. • RE – What kind of world did Jesus want? 	<p>Pupils ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others take.</p>	<p>Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They recognise that in a democracy people have a say in what happens locally and nationally. They describe some of the rights and responsibilities people have towards each other and the environment. They describe some of the different features of their communities and how they are changing. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts.</p>	<p>Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world, identifying how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities.</p>

Braywood CE First School
Curriculum map for Year 3 Term 3

INTENT - Our Active Planet – Earthquakes and Volcanoes

Be Safe

Science
Rocks and Soils

Cookery

Enjoy and Achieve

Literacy
Stories, Non Fiction & S & L
Poetry on Volcanoes, Creative Writing

Maths
Calculations, Shape, Data & Time

Science
Rocks and soils
Pompeii

Topic Assignment



Our Active Planet

Art/DT
Create an active volcano
Textile Mosaic Volcano
Prop/scenery making for school production
Clay

ICT
Using Search engines
Word Processing topic questions and finding answers
using search engine

Be Healthy

Physical Education
Net and Wall Games – Tennis focus
Athletics
Sports Day Leaders

PSHE
Being Healthy
Cooking & hygiene

Additional Activities: Orienteering/
Football/Rugby/Dance

Make a Positive Contribution

PSHE
Relationships & Changes (SEAL)
Joining in
Dear Diary
3D PSE Unit 5 core 1 lesson 4 : Family changes

Religious Education
Christianity
Drama and moral stories

Music
Composition, melodies & exploring sounds
Easter Concert
Volcano Music to accompany volcano poems.

Achieve Economic Well-being

Citizenship
Class Budget
Charity

Trips
Bikeability and picnic

Earthquakes and Volcanoes			Year 3
	Literacy, Mathematics and Languages	Science	ICT
	<ul style="list-style-type: none"> • Big Write - Accounts / descriptions • Poetry on Volcanoes using music- perform in assembly. • Newspaper report on Pompei based on volcano account on Hawaii in PM benchmark folder. • How to stay safe in an earthquake information text/radio broadcast. • Big Write Castle Adventure Mission focusing on play scripts. Produce/rewrite play script on Robin Hood. (Differentiated). 	<ul style="list-style-type: none"> • Rocks and Soils – compare and group different types of rocks on the basis of physical properties. Describe how fossils are formed and recognize soils are made from rocks and organic matter. Link to Pompeii. 	<ul style="list-style-type: none"> • Research

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> • Uses evidence to reconstruct life in the time being studied. • Identify key features and events of the time studied. • Look at links and effects of the time studied • Offer a reasonable exploration of some events 	to understand the aspects of when major events happened and why.	In understanding of the time and location of a few major incidents	In understanding of when, why and how and can compare their understanding.
Geography			
<ul style="list-style-type: none"> • Locate the main countries of Europe incl. Russia • Identify capital cities of Europe concentrating on physical and human characteristics. • Describe and understand key aspects of physical geography including rivers, volcanoes, earthquakes linking to rock types • Compare a region of the UK (Braywood) with a region of Europe (Volcanoes) or one under sea/ash (Pompeii) 	Pupils show an emerging knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and	Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin	Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different

	begin to use appropriate vocabulary to communicate their find.	to use appropriate vocabulary to communicate their find.	views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> DT - use research and develop design criteria and generate, develop and communicate ideas from their design including computer-generated design. Select from a range of tools and materials to build model. Evaluate and analyse a range of existing products in order to assess their own work. Design active volcano. Apply scientific knowledge to this project e.g. how to stiffen, reinforce structures. 	<p>Pupils find and use information to answer questions. They sort and organise information and present it in different forms. They use simple editing and formatting techniques to develop their work. They use ICT to communicate with others following instructions on safe use. They plan and give instructions to make things happen or to control devices and describe the effects. They make informed choices when using ICT to explore what happens in real and imaginary situations. They describe how they use ICT to develop their work.</p> <p>Pupils generate ideas based on their investigations of products. They use models, pictures and words to describe their designs. They plan what to do next based on their experience of working with materials and components. They select appropriate tools, techniques and materials, explaining their choices. They assemble, join and combine materials and components in a variety of ways to make functional products. They recognise what they</p>	<p>Pupils search for and use information from a range of sources and make judgements about its usefulness when following straightforward lines of enquiry. They collect, record and organise data to answer questions and present findings. They use editing and formatting techniques to develop and refine their work to improve its quality and presentation. They use sequences of instructions to control devices and achieve specific outcomes. They answer questions when using ICT models and simulations. They use communication tools to share and exchange their ideas with others, and follow strategies for staying safe. They describe their use of ICT inside and outside school.</p> <p>Pupils generate ideas and recognise that their designs have to meet a range of different needs and users. They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They think ahead about</p>	<p>Pupils refine searches to find, select and use information, questioning its reliability. Pupils understand the need for collecting information in a format that is suitable for processing. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions. They plan, test and refine sequences of instructions. They capture data using sensors to support investigations. They create and combine different forms of information, refining and presenting it for a particular purpose, showing an awareness of audience and the need for quality. They communicate and exchange information and ideas with others, collaborating to develop and improve work. They understand the benefits of online communication and can manage some of the risks associated with the digital environment. They compare</p>

	have done well and suggest things they could do better in the future.	the order of their work and make realistic plans for achieving their aims. They choose appropriate tools, equipment, components and techniques to make their functional products. They apply their knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy. After reflecting on the design and make process and their products, they identify some improvements.	their use of ICT with other methods and with its use outside school. Pupils generate ideas by collecting and using information. They take users' views about aesthetic and technical issues into account as they respond to briefs. They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints. They use some ideas from others' designing to inform their own work. They produce step-by-step plans and then select and work with a range of tools and equipment. They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function. They identify what is working well and what could be improved to overcome technical problems. They reflect on their designs as they develop, recognising the significance of knowledge and previous experience.
Personal (RE and PSHE)			
<ul style="list-style-type: none"> P4C Feelings of victim of earthquake PSHE – Asking for help and joining in joining up 	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

