



Christleton Primary School

Connected Curriculum

Year 3

Curriculum Design



Look up



Look out



Look beyond

Be the best you can be

Curriculum Delivery



Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Be the best you can be

Year Three	Autumn Term			Spring			Summer		
	First	Second		First	Second		First	Second	
	Hidden Depths			A Wave of Change			Voyage of Discovery		
Main Texts used	Counting on Katherine	Winter's Child Poetry – Dance with me, Autumn		Stone age boy	Big Blue Whale Poetry – The Magnificent bull from the Dinka tribe		Journey	Zeraffa Giraffa Poetry – Apes to Zebras	
Science	Animals including humans Rocks			Rocks	Forces and Magnets		Plants	Light	
History	Changes in Britain from Stone Age to Iron Age Look at the past as different time periods How did people live in the Stone Age			Changes in Britain from Stone Age to Iron Age Archaeology Life in the Bronze Age and changes up to the Iron Age Achievements of four of the earliest civilisations			Achievements of four of the earliest civilisations and in depth study of Ancient Egyptian achievements e.g. irrigation and pyramids of the earliest civilisations and common themes e.g. early writing		
Geography	Who lives in Antarctica?			Where does food come from?			Settlements		
Computing	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation		Sequencing sound Branching database			Desktop publishing Events and actions in programme		
D&T	Healthy and varied diet			shell structures			2D shape to 3D project		
Art	Hokusai – the great wave off Kanagawa Painting, colour mixing			Stone age art Early Cave paintings	Henri Matisse 'cut outs'		Roy Lichtenstein Andy Warhol Pop Art Animals		
PE	Dance Fundamentals Y3/Y4	Dance Basket		Gymnastics Dodgeball OAA	Gymnastics hockey		Swimming Athletics	Swimming Cricket	
RE	Hinduism How do Hindus view God and how is Diwali celebrated?	Baha'i		Christianity How do Christians use the Bible to help them with their lives?	Christianity What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians?		Christianity What is my point of view about God and why do people have faith?	What do Muslims believe happened on 'The Night of power' and how do they worship?	
Music	Term 1 – Title: Let Your Spirit Fly Unit Theme: Rhythm & Blues and other styles	Term 2 – Title: Glockenspiel stage 1 Unit Theme: Exploring and playing		Term 1 – Three Little Birds Reggae	Term 2 – The Dragon Song Funky music from around the world		Term 5 – Title: Bringing Us Together Unit Theme: Disco, friendship, hope and unity	Term 6 – Title: Reflect, Rewind and Replay Theme: The history of music, look back and consolidate your learning, learn some of the language of music	
MFL	Greetings, how are you?	Numbers 0-12	Ages	My family	Pets	Colours	Months		
PSHE / RSE	Families and relationships	Health and wellbeing		Safety and changing body	Citizenship		Economic wellbeing		
No Outsiders	Oliver	This is our house		Two Monsters	The Hueys in the new jumper		Beegu		
British Values	Rule of Law	Mutual Respect		Democracy			Individual liberty	Tolerance of those of different faiths and beliefs	
Residential							Class Sleepover		
Trips / visitors	Stone age					Science trip		Liverpool museum	
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service		National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service		Health week Walk to School Week Outdoor Classroom Day	Pride Month	
Events	McMillan Coffee morning	Children in Need		Mental Well-being week			Race for Life Den Day		

English

Reading

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing

Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Common Exception Words

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Maths

Number

Number and Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Addition and Subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measure

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry, Position and Direction

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Science

Working Scientifically			
Plan	Do	Record	Review
<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions <input type="checkbox"/> set up simple practical enquiries, comparative and fair tests <input type="checkbox"/> begin to choose ways to try and answer a question <input type="checkbox"/> put forward own ideas and make some planning decisions <input type="checkbox"/> suggest ways of making the test fair or if it can't be fair how they will answer it by looking for a pattern <input type="checkbox"/> from a selection say what equipment is needed <input type="checkbox"/> suggest the type of data needed to be collected <input type="checkbox"/> make simple predictions based on everyday experience and knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <input type="checkbox"/> carry out a fair test or pattern seeking enquiry with help <input type="checkbox"/> compare 3 or more things <input type="checkbox"/> use simple standard measures; m, cm, mm, kg, g, cm³, minutes, seconds, Newton. <input type="checkbox"/> measure to the nearest whole or half unit or mixed units. <input type="checkbox"/> read scales to the nearest division labelled and unlabelled. 	<ul style="list-style-type: none"> <input type="checkbox"/> gathering, recording, classifying and present data in a variety of ways to help in answering questions <input type="checkbox"/> recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables <input type="checkbox"/> construct a simple 2 column table <input type="checkbox"/> draw bar charts 1:1, 1:2, 1:5 and 1:10 scale & begin to plot line graphs 	<ul style="list-style-type: none"> <input type="checkbox"/> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values <input type="checkbox"/> using results to draw simple conclusions and suggest improvements, and raise further questions new questions <input type="checkbox"/> identifying differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> say what they have found out and give an explanation for observations and simple patterns based on everyday experience

Science

Plants	Forces	Animals Including Humans		
<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers? <input type="checkbox"/> Can I explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant? <input type="checkbox"/> Can I investigate the way in which water is transported within plants? <input type="checkbox"/> Can I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I compare how things move on different surfaces? <input type="checkbox"/> Can I notice that some forces need contact between two objects, but magnetic forces can act at a distance? <input type="checkbox"/> Can I observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles? <input type="checkbox"/> Can I predict whether two magnets will attract or repel each other, depending on which poles are facing? <input type="checkbox"/> Can I compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat? <input type="checkbox"/> Can I identify that humans and some other animals have skeletons and muscles for support, protection and movement? 		
<th data-bbox="192 743 808 799" style="text-align: center;">Rocks</th> <td data-bbox="808 743 1426 1129"></td> <td data-bbox="1426 564 2042 1129"> <th data-bbox="1426 564 2042 624" style="text-align: center;">Light</th> <ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise that they need light in order to see things and that dark is the absence of light? <input type="checkbox"/> Can I notice that light is reflected from surfaces? <input type="checkbox"/> Can I recognise that light from the sun can be dangerous and that there are ways to protect their eyes? <input type="checkbox"/> Can I recognise that shadows are formed when the light from a light source is blocked by a solid object? <input type="checkbox"/> Can I find patterns in the way that the size of shadows change </td>	Rocks		<th data-bbox="1426 564 2042 624" style="text-align: center;">Light</th> <ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise that they need light in order to see things and that dark is the absence of light? <input type="checkbox"/> Can I notice that light is reflected from surfaces? <input type="checkbox"/> Can I recognise that light from the sun can be dangerous and that there are ways to protect their eyes? <input type="checkbox"/> Can I recognise that shadows are formed when the light from a light source is blocked by a solid object? <input type="checkbox"/> Can I find patterns in the way that the size of shadows change 	Light
<th data-bbox="192 1129 2042 1189">Vocabulary</th>			Vocabulary	
<p>roots, stem/trunk, leaves, photosynthesis, pollen, pollination, seed formation, seed dispersal, germination, nutrition, nutrients, carbohydrates, proteins, vitamins and minerals, fibre, skeleton, bones, muscles, joints, rock, fossil, soil, light, dark, light source, transparent, translucent, opaque, shadow, reflect, mirror, force, magnetic force, magnet, attract, repel, poles, contact force, non-contact force.</p>				

Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
<p>Identifying and classifying</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare observable and behavioural features of living things, materials and objects <input type="checkbox"/> sort and group in own way using both observable and behavioural features even when differences are slight <input type="checkbox"/> answer simple yes/no questions about a mystery object they have chosen <input type="checkbox"/> sort into two groups in which one group has a feature and the other doesn't <input type="checkbox"/> once they have decided sorting criteria explain where further additional items could be placed <input type="checkbox"/> use simple Venn diagrams to help sort things and record the groupings 	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria <input type="checkbox"/> make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named <input type="checkbox"/> use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features <input type="checkbox"/> Carry out simple tests and sort and group based on the evidence of the results found. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be aware of the term kingdom and know that most scientists classify things into five kingdoms. <input type="checkbox"/> Through direct observations where possible classify animals into vertebrates and invertebrates. <input type="checkbox"/> make keys and branching databases with 4 or more items <input type="checkbox"/> evaluate how well keys and databases work and make changes to improve them <input type="checkbox"/> explain why it is important to classify and why it is useful to scientists <input type="checkbox"/> plan what to test, how to test and collect evidence in order to classify

Art

Drawing	Painting	Use of IT	Sketch books
<ul style="list-style-type: none"> <input type="checkbox"/> Can I use shading to show light, dark and shadow? <input type="checkbox"/> Can I use hatching and cross hatching to show tone and texture? <input type="checkbox"/> Can I use layers of two or more colours? <input type="checkbox"/> Can I experiment with various pencils? <input type="checkbox"/> Can I draw from observation and imagination? <input type="checkbox"/> Can I create initial sketches for paintings? <input type="checkbox"/> Can I explain how pattern can be used to create texture? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I begin to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines? <input type="checkbox"/> Can I begin to mix colours effectively? <input type="checkbox"/> Can I use watercolour paint to produce washes for backgrounds then add detail? <input type="checkbox"/> Can I make tints of one colour by adding white? <input type="checkbox"/> Can I darken or lighten colours without using black or white? <input type="checkbox"/> Can I explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use the printed images I take with a digital camera and combine them with other media to produce art work? <input type="checkbox"/> Can I use the web to research an artist or style of art? <input type="checkbox"/> Can I collect information, sketches and resources (IT). <input type="checkbox"/> Can I experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I develop ideas from starting points? <input type="checkbox"/> Can I begin to annotate sketches with simple explanations of ideas?
			3D
Textiles	Collage	Printing	Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Can I use weaving to create a pattern? <input type="checkbox"/> Can I stitch materials? <input type="checkbox"/> Can I add materials to provide interesting detail? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I overlap materials? <input type="checkbox"/> Can I experiment using different colours? <input type="checkbox"/> Can I use different textured papers to form a collaged image? <input type="checkbox"/> Can I experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I make printing blocks (e.g., from coiled string glued to a block)? <input type="checkbox"/> Can I make repeating patterns? <input type="checkbox"/> Can I consider the background used for my print? <ul style="list-style-type: none"> <input type="checkbox"/> Can I understand the difference between repeat printing and mono printing? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I begin to explore work from other cultures? <input type="checkbox"/> Can I begin to replicate some of the techniques used by notable artists, artisans and designers Henri Matisse and Hokusai? <input type="checkbox"/> Can I comment on artworks using some visual language?
Vocabulary			
<p>Drawing: Shading, light, shadow, hatching, tone, texture, layers Painting: Thick, thin, shape, texture, pattern, line, washes, detail Printing: Blocks, repeating patterns Collage and Textiles: Weaving, stitch, detail, overlapping, experimenting, weft, warp</p>			

Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
<ul style="list-style-type: none"> <input type="checkbox"/> Can I use more than one hand to enter text, using the keyboard? <input type="checkbox"/> Can I use cut, copy and paste tools by right clicking or using the edit toolbar? <input type="checkbox"/> Can I save work effectively navigating a folder system e.g. Shared Drive, iPad camera roll, Google Drive or OneDrive? <input type="checkbox"/> When using a mouse or trackpad, can I use left/right/double click and scroll? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I sequence a list of commands/blocks to produce an output e.g. a light comes on or a robot follows a defined route? <input type="checkbox"/> Can I use 'repeat' and 'repeat until' loops when appropriate. <input type="checkbox"/> Can I use simple conditional statements (if and when commands) and understands the importance of time within a program (e.g. using wait), with support? <input type="checkbox"/> Can I make use of an input 'event' within a simple program e.g. when the start button is clicked? <input type="checkbox"/> Can I find errors in a simple program, and successfully debug to make the program work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify and use keywords for effective Internet searches? <input type="checkbox"/> Can I independently share suitable pictures and work on an online platform? <input type="checkbox"/> Can I independently use a suitable search engine to search for information to answer questions? <input type="checkbox"/> Can I enter data into a computer simulation, change data and observe changes in results? <input type="checkbox"/> Can I be aware of the consequences of my online actions and be able to explain the importance of balancing game and screen time with other parts of my life? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I format text to indicate relative importance, including bold, italic, underline and strikethrough? <input type="checkbox"/> Can I select and use appropriate editing tools in an image-editing package for a specific purpose? <input type="checkbox"/> Can I sequence still images, video, audio clips and text to create a video presentation? <input type="checkbox"/> Can I locate, record, save and retrieve sounds in multimedia software? <input type="checkbox"/> Can I use data loggers to collect snapshot information and use information from a given source? <input type="checkbox"/> Can I enter data into a graphing package and use it to create a range of graphs?
Vocabulary			
<p>Account, cyberbullying, download, password, personal information, private, public, safe search, search engine, trusted adult, web browser, SMART = Safe, meet, accept, reliable, tell, algorithm, instructions, program, code, block, sequence, select, event, predict, explain, bug, debug, input, output, repetition loop, sprite, stage, backdrop, image, select, copy, paste, text box, font, search engine, PowerPoint, animation, transition, relevant, slide, sound, slide, text, box, sound, animation, transition, relevant</p>			

Design and Technology

Designing	Making	Evaluating	Food and Nutrition
<ul style="list-style-type: none"> <input type="checkbox"/> Can I generate ideas for an item, considering its purpose and the user/s with growing confidence? <input type="checkbox"/> Can I start to order the main stages of making a product? <input type="checkbox"/> Can I identify a purpose and establish criteria for a successful product? <input type="checkbox"/> Can I understand how well products have been designed, made, what materials have been used and the construction technique? <input type="checkbox"/> Can I learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products? <input type="checkbox"/> Can I start to understand whether products can be recycled or reused? <input type="checkbox"/> Can I know to make drawings with labels when designing? <input type="checkbox"/> Can I explain my choice of materials and components including function and aesthetics when planning? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I select a wider range of tools and techniques for making my product, including: construction materials, textiles, food ingredients? <input type="checkbox"/> Can I explain my choice of tools and equipment in relation to the skills and techniques I will be using? <input type="checkbox"/> Can I measure, mark out, cut, score and assemble components with more accuracy? <input type="checkbox"/> Can I start to work safely and accurately with a range of simple tools? <input type="checkbox"/> Can I start to think about their ideas as they make progress and be willing to change things if this helps me to improve my work? <input type="checkbox"/> Can I start to measure, tape or pin, cut and join fabric with some accuracy? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I start to evaluate my product against original design criteria e.g. how well it meets its intended purpose? <input type="checkbox"/> Can I begin to disassemble and evaluate familiar products and consider the views of others to improve them? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world? <input type="checkbox"/> Can I understand how to prepare and cook a savoury dish safely and hygienically? <input type="checkbox"/> Can I begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading? <input type="checkbox"/> Can I start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'? <input type="checkbox"/> Can I begin to know that to be active and healthy, food and drink are needed to provide energy for the body?
Vocabulary			
<p>Generate ideas, purpose, product, criteria, design, make, technique, inventors, designers, engineers, drawings, labels, function, aesthetics</p> <p>Tools, materials, techniques, ingredients, equipment, measure, mark out, score, assemble, safe, accurate, measure, tape, pin, cut, join</p> <p>Criteria, evaluate, improve, grow, rear, caught, prepare, savoury, hygienically, peeling, chopping, slicing, grating, mixing, spreading, eat well plate, balance, active, healthy, energy</p>			

Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <input type="checkbox"/> Can I name and locate Cheshire and Chester on a map of the U.K.? <input type="checkbox"/> Can I identifying geographical regions of the U.K and their human and physical characteristics? <input type="checkbox"/> Can I identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time? 		<ul style="list-style-type: none"> <input type="checkbox"/> Can I identify and describe the human and physical geography of the U.K including rivers, mountains, climate and coasts? <input type="checkbox"/> Can I identify the importance of water to settlements? <input type="checkbox"/> Can I describe the settlements and land use of the key places that I study? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I use eight points of a compass to build knowledge of the U.K.? <input type="checkbox"/> Can I use OS maps atlases, globes and digital mapping to locate counties, countries and describe features studied? <input type="checkbox"/> Can I use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies?

Vocabulary

Chester, Cheshire, Staffordshire, Derbyshire, Clwyd, Shropshire, Greater Manchester, Merseyside, Derbyshire

Topographical, land use

Can I identify and describe the human and physical geography of the U.K including rivers, mountains, climate and coasts? Can I identify the importance of water to settlements?

Can I describe the settlements and land use of the key places that I study?

Countries of Europe, fieldwork, grid reference, aerial photograph, atlas, sketch maps, digital mapping

History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <input type="checkbox"/> Can I describe events and periods using the words: BC, AD and decade? <input type="checkbox"/> Can I describe events from the past using dates when things happened? <input type="checkbox"/> Can I use a timeline within a specific time in history to set out the order things may have happened? <input type="checkbox"/> Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? <input type="checkbox"/> Can I begin to picture what life would have been like for the early settlers? <input type="checkbox"/> Can I suggest why certain events happened as they did in history? <input type="checkbox"/> Can I identify the achievements of the four earliest civilisations? <input type="checkbox"/> Can I describe the significant achievements of Ancient Egypt e.g. irrigation, pyramids and common themes e.g. early writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? <input type="checkbox"/> Can I use various sources of evidence to answer questions? <input type="checkbox"/> Can they research a specific event from the past to then write about this? <input type="checkbox"/> Can I use various sources to piece together information about a period in history?
Vocabulary		
<p>Timeline, Palaeolithic, Mesolithic, Neolithic, Ancient Egypt, Millennium, thousands of years, Iron Age, Bronze Age, Stone Age, Neolithic, alloy, bone marrow, earthwork, sacrifice, tribe, iron, bronze Britons, hunter gatherer, nomad, nomadic, gods, goddesses, Stonehenge, hill fort, Celt, Skara Brae, spirits, Egypt, Egyptians, Nile, irrigation, pyramid, Pharaoh, fertile, Tutankhamun, The Nile Ancient Sumer, The Indus Valley, The Shang Dynasty Impact, importance, significant, legacy, archaeology, effects, sources First hand evidence, second hand evidence, May be, perhaps, continuity, this suggest... could be, reason</p>		

Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
<p>Understand a few familiar spoken words and phrases including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher's instructions <input type="checkbox"/> Greetings and goodbyes <input type="checkbox"/> How are you? <input type="checkbox"/> What's your name? <input type="checkbox"/> Alphabet <input type="checkbox"/> My family <input type="checkbox"/> Numbers 0-12 <input type="checkbox"/> How old are you? <input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Do you have a pet? <input type="checkbox"/> Colours 	<p>Say and repeat single words and short simple phrases including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greetings and goodbyes <input type="checkbox"/> How are you? <input type="checkbox"/> What's your name? <input type="checkbox"/> Alphabet <input type="checkbox"/> My family <input type="checkbox"/> Numbers 0-12 <input type="checkbox"/> How old are you? <input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Do you have a pet? <input type="checkbox"/> Colours 	<p>Can recognise and read out a few familiar words and phrases including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greetings and goodbyes <input type="checkbox"/> How are you? <input type="checkbox"/> What's your name? <input type="checkbox"/> Alphabet <input type="checkbox"/> My family <input type="checkbox"/> Numbers 0-12 <input type="checkbox"/> How old are you? <input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Do you have a pet? <input type="checkbox"/> Colours 	<p>Can write or copy simple words or symbols correctly including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greetings and goodbyes <input type="checkbox"/> How are you? <input type="checkbox"/> What's your name? <input type="checkbox"/> Alphabet <input type="checkbox"/> My family <input type="checkbox"/> Numbers 0-12 <input type="checkbox"/> How old are you? <input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Do you have a pet? <input type="checkbox"/> Colours
Vocabulary			
<p>Sault, au revoir, ca va, comment t'appelles-tu? Ma famille, les nombres, quel age as-tu? Les couleurs</p>			

Music

Singing	Performing	Composing	Listening and Appraising
<ul style="list-style-type: none"> <input type="checkbox"/> Can I sing in unison, becoming aware of pitch? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I create simple rhythmical patterns that use a small range of notes? <input type="checkbox"/> Can I begin to join simple layers of sound, e.g. A background rhythm and a solo melody? <input type="checkbox"/> Can I comment on the effectiveness of own work, identifying and making improvements? <input type="checkbox"/> Can I begin to recognise simple notations to represent music, including pitch and volume? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I explore and comment on the ways sounds can be used expressively? <input type="checkbox"/> Can I listen with attention and begin to recall sounds? <input type="checkbox"/> Can I begin to understand how different musical elements are combined and used to create an effect? <input type="checkbox"/> Can I listen to and begin to respond to music drawn from different traditions and great composers and musicians?
Vocabulary			
<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>			

Physical Educaiton (PE)

Health and Fitness	Acquiring and Developing	Evaluating and Improving	Dance
<input type="checkbox"/> Can I explain why it is important to warm-up and cool-down? <input type="checkbox"/> Can I identify some muscle groups used in gymnastic activities?	<input type="checkbox"/> Can I select and use the most appropriate skills, actions or ideas? <input type="checkbox"/> Can I move and use actions with co-ordination and control? <input type="checkbox"/> Can I make up my own small-sided game?	<input type="checkbox"/> With help, can I recognise how performances could be improved? <input type="checkbox"/> Can I explain how my work is similar and different from that of others? <input type="checkbox"/> Can I use my comparison to improve my work?	<input type="checkbox"/> Can I improvise freely, translating ideas from a stimulus into movement? <input type="checkbox"/> Can I share and create phrases with a partner and in small groups? <input type="checkbox"/> Can I repeat, remember and perform these phrases in a dance? <input type="checkbox"/> Can I use dance to communicate an idea?
Games	Gymnastics	Athletics	Swimming
<input type="checkbox"/> Can I throw and catch with control when under limited pressure, with one hand and with accuracy? <input type="checkbox"/> Can I know and use rules fairly? <input type="checkbox"/> Can I keep possession with some success when using equipment that is not used for throwing and catching skills? <input type="checkbox"/> Can I show an awareness of space & use it to support teammates and cause problems for the opposition? <input type="checkbox"/> Can I move to find a space when I am not in possession during a game?	<input type="checkbox"/> Can I use a greater number of my own ideas for movement in response to a task? <input type="checkbox"/> Can I explain how strength and suppleness affect performances? <input type="checkbox"/> Can I compare and contrast gymnastic sequences, commenting on similarities and differences? <input type="checkbox"/> Can I adapt sequences to suit different types of apparatus and their partner's ability? <input type="checkbox"/> Can I work in a controlled way? <input type="checkbox"/> Can I work with a partner to create, repeat and improve a sequence with at least three phases?	<input type="checkbox"/> Can I run at fast, medium and slow speeds, changing speed and direction? <input type="checkbox"/> Can I make up and repeat a short sequence of linked jumps? <input type="checkbox"/> Can I take part in a relay activity, remembering when to run and what to do? <input type="checkbox"/> Can I link running and jumping activities with some fluency, control and consistency? <input type="checkbox"/> Can I throw a variety of objects, changing my action for accuracy and distance? <input type="checkbox"/> Can I run over a long distance?	<input type="checkbox"/> Can I swim between 25 and 50metres unaided? <input type="checkbox"/> Can I keep swimming for 30 to 45 seconds, using swimming aids and support? <input type="checkbox"/> Can I use a variety of basic arm and leg actions when on my front and on my back? <input type="checkbox"/> Can I swim on the surface and lower myself under water? <input type="checkbox"/> Can I take part in group problem-solving activities on personal survival? <input type="checkbox"/> Can I recognise how my body reacts and feels when swimming? <input type="checkbox"/> Can I recognise and concentrate on what I need to improve?
Outdoor Adventurous Activities			
<input type="checkbox"/> Can I follow a map in a familiar context? <input type="checkbox"/> Can I move from one location to another following a map? <input type="checkbox"/> Can I use clues to follow a route? <input type="checkbox"/> Can I follow a route safely?			
Vocabulary			
<p>Games: Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics.</p> <p>Gymnastics: Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast, sequences, stamina, improve.</p> <p>Dance: Changing speed and direction, share and create, phrases, plan, repeat, remember and perform, phrases, communicate.</p> <p>Athletics: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best.</p> <p>Outdoor and Adventurous: Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.</p> <p>Swimming: Swim, unaided, basic stroke, movements, coordinate breathing, surface</p>			

Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
<ul style="list-style-type: none"> <input type="checkbox"/> To recap what the subject of PSHE is and how we can help everyone to learn in these lessons. <input type="checkbox"/> To understand that families love and support each other but sometimes problems can occur and help is available if needed. <input type="checkbox"/> To understand that friendships have ups and downs and that problems can be resolved. <input type="checkbox"/> To begin to understand the impact of bullying. <input type="checkbox"/> To listen and communicate effectively. <input type="checkbox"/> To understand why trust is an important part of positive relationships. <input type="checkbox"/> To begin to understand the differences between people and why it is important to respect these differences. <input type="checkbox"/> To recognise that stereotypes are present in everyday life. <input type="checkbox"/> To recognise that stereotypes exist based on a number of factors. 	<ul style="list-style-type: none"> <input type="checkbox"/> To understand and plan for a healthy lifestyle including physical activity, rest and diet. <input type="checkbox"/> To perform a range of relaxation stretches. <input type="checkbox"/> To understand the different aspects of my identity. <input type="checkbox"/> To identify my own strengths and begin to see how they can affect others. <input type="checkbox"/> To break down barriers into smaller, achievable goals. <input type="checkbox"/> To recognise when to give consent. <input type="checkbox"/> To understand the benefits of healthy eating and dental health. 	<ul style="list-style-type: none"> <input type="checkbox"/> To understand the role I can take in an emergency situation. <input type="checkbox"/> To understand how to help if someone has been stung or bitten. <input type="checkbox"/> To understand the importance of being kind online and what this looks like. <input type="checkbox"/> To understand that cyberbullying involves being unkind online. <input type="checkbox"/> To understand that not all emails are genuine. <input type="checkbox"/> To understand the choices people can make and those which are made by others. <input type="checkbox"/> To begin to recognise who and what can influence our decisions. Knowing how we can make sure we are making the right decision for ourselves. <input type="checkbox"/> To develop an understanding of safety on or near roads.
Economic Wellbeing		Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> To understand the different ways to pay for things and why people might choose them. <input type="checkbox"/> To understand how to put together a budget. <input type="checkbox"/> To recognise that money has an impact on how we feel. <input type="checkbox"/> To begin to recognise how ethics can influence our spending decisions. <input type="checkbox"/> To understand that there are a range of jobs available and to think about what job they might want to do. <input type="checkbox"/> To understand that there are stereotypes in the workplace and these should not limit people's career aspirations. 	<ul style="list-style-type: none"> <input type="checkbox"/> To begin to understand the UN convention on the rights of the child. <input type="checkbox"/> To understand the responsibilities of both children and adults to help all children benefit from their rights. <input type="checkbox"/> To understand the environmental benefits of recycling. <input type="checkbox"/> To understand the groups which make up the community. <input type="checkbox"/> To understand that charities care for others and how people can support them. <input type="checkbox"/> To begin to understand how democracy works in the local area. <input type="checkbox"/> To understand why we have rules and the consequences of breaking rules at school and home. 	
Vocabulary		
<p>Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy</p>		

Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
	<ul style="list-style-type: none"> <input type="checkbox"/> Can I describe some aspects of the different characteristics of Hindu gods and goddesses and the key belief of one God represented through many different images and form? <input type="checkbox"/> Can I explain how Hindus celebrate Diwali? 	<ul style="list-style-type: none"> <input type="checkbox"/> Can I explain the importance of the Qur'an for Muslims? <input type="checkbox"/> Can I explain how Muslims worship in a Mosque and in day-to-day lives? 	
Skills		Christianity	
<ul style="list-style-type: none"> <input type="checkbox"/> Can I recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them? <input type="checkbox"/> Can I give thoughtful responses using different forms of expression? <input type="checkbox"/> Can I consider an aspect of a religion and show differences and similarities to other religions or worldviews? <input type="checkbox"/> Can I understand the commitment and dedication needed for different faith followers? <input type="checkbox"/> Can I consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means? 		<ul style="list-style-type: none"> <input type="checkbox"/> Can I give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book? <input type="checkbox"/> Can I explain how Christians use the Bible for guidance and how it is in many languages around the world? <input type="checkbox"/> Can I use Biblical references to support discussions about Jesus and how people viewed him? <input type="checkbox"/> Can I explain some symbols associated with Jesus? <input type="checkbox"/> Can I explain the story of Abraham? <input type="checkbox"/> Can I explain a view of God which is not their own? 	
Vocabulary			
<p>Christianity: Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, evolution, good news, bible, Lost Parables, prodigal son,</p> <p>Islam: Angels, Mosque, Ummah, Iman, Dhikr</p> <p>Hinduism: Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>			

Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 4)		Personal Development (by the end of Year 4)	
<p>Can I explore the differences between males and females and name the body parts?</p> <p>Can I know some differences and similarities between males and females?</p>	To listen carefully and understand	<ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. 	To Try New Things	<ul style="list-style-type: none"> Try new things when encouraged. Enjoy new experiences. Join clubs or groups. Talk about new experiences with others.
<p>Can I name male and female body parts using agreed words?</p> <p>Can I consider touch and know that a person has the right to say what they like and dislike?</p>			To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
<p>Can I identify different types of touch that people like and do not like?</p> <p>Can I understand personal space?</p>	To speak with clarity	<ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. 		
<p>Can I talk about ways of dealing with unwanted touch?</p>			To tell stories with structure	<ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out.
<p>Can I explore different types of families and who to go to for help and support?</p>	To hold conversations and debates	<ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 		
<p>Can I understand that all families are different and have different family members?</p> <p>Can I identify who to go to for help and support?</p>				
			To Not Give Up	<ul style="list-style-type: none"> Find alternative ways if the first attempt does not work. Bounce back after a disappointment or failure. Show the ability to stick at an activity (or a club or interest). See oneself as lucky.

Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

Be the best you can be

No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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Key texts used

				
Oliver	This is our house	Two Monsters	The Hueys in the New Jumper	Beegu

British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

Be the best you can be

Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
Animal visit	Imagine That	Beach

Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share
Talking Chips	Simultaneous Round Table		

Cooperative strategies introduced and mastered in this year group

Write Round Robin	Jigsaw
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Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	

Be the best you can be