



**Curriculum Overview for Parents**  
**2024-2025**

Year Group:	3
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**English**

Term	Key Texts / Topics	What We Are Learning
Autumn	<p><b>Story Mapping</b> (Fiction): <i>Tales of Wisdom and Wonder</i></p> <p><b>Recount:</b> <i>The First Drawing or Stone Age Boy</i></p> <p><b>Instructions:</b> Oliver and the Seawigs</p> <p><b>Narrative:</b> Icky Doo Dah</p>	<ul style="list-style-type: none"> <li>• Writing traditional-style stories with a clear structure (beginning, problem, resolution, ending)</li> <li>• Planning and telling stories orally using story maps, drama and role-play</li>   <li>• Writing diary entries, news reports, letters, and retellings of real events in chronological order</li> <li>• Understanding the purpose of a recount: to retell, inform or entertain</li>   <li>• Writing instructions and procedures (e.g. how to make a board game, how to play a game, how to explore an island)</li> <li>• Understanding the purpose and structure of instructional writing: clear goal, equipment list, step-by-step process</li> <li>• <b>Narrative writing</b> focused on stories about courage and overcoming fear.</li> <li>• • Writing structured stories with clear sequence and detailed descriptions</li> <li>• • Using similes and figurative language</li> <li>• • Combining single and multi-clause sentences with conjunctions</li> <li>• • Expressing time with conjunctions, prepositions, and adverbs</li> <li>• • Including dialogue with correct punctuation</li> <li>• Using varied sentence punctuation and commas</li> <li>• • Planning writing with storyboards</li> <li>• • Developing speaking and listening through role play and discussion</li>   <li>• Poetry writing focused on performance, rhythm, and narrative poetry about food.</li> <li>• Using imagery (similes, metaphors, personification) and powerful, vivid vocabulary</li> <li>• Experimenting with alliteration, word play, and rhetorical questions</li> <li>• Writing with rhythm and metre, including free verse</li> </ul>



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	<p><b>Poetry:</b> Midnight Feasts</p>	<ul style="list-style-type: none"> <li>• Using prepositions for time, place, and cause</li> <li>• Punctuating sentences accurately with capitals, full stops, and question/exclamation marks</li> <li>• Exploring word families, prefixes, and noun types</li> <li>• Developing speaking and listening through poetry recitals, drama, and discussion</li> <li>• Poetry writing focused on performance, rhythm, and narrative poetry about food.</li> <li>• Using imagery (similes, metaphors, personification) and powerful, vivid vocabulary</li> <li>• Experimenting with alliteration, word play, and rhetorical questions</li> <li>• Writing with rhythm and metre, including free verse</li> <li>• Using prepositions for time, place, and cause</li> <li>• Punctuating sentences accurately with capitals, full stops, and question/exclamation marks</li> <li>• Exploring word families, prefixes, and noun types</li> <li>• Developing speaking and listening through poetry recitals, drama, and discussion</li> </ul>
Spring	<p><b>Non-Chronological Report:</b> <i>Cloud Tea Monkeys</i> (plus tea-trade research)</p> <p><b>Narrative Writing:</b> Mouse Bird Snake Wolf</p> <p>Recount Writing: Real-life experiences</p>	<ul style="list-style-type: none"> <li>• Learning how to group information into paragraphs with headings and subheadings</li> <li>• Writing using formal and technical vocabulary</li> <li>• Using present perfect verbs and prepositional phrases to explain cause and place</li> <li>• Organising facts using general-to-specific detail</li> <li>• Comparing and contrasting using similes and conjunctions (e.g. 'however', 'likewise', 'instead of')</li> <li>• Presenting findings clearly through impersonal tone and structured layouts</li> <li>• Planning and writing myth-style narratives based on familiar themes (e.g. good vs evil)</li> <li>• Creating suspense through dilemmas and limited choices</li> <li>• Describing settings and characters using adventurous vocabulary and expanded noun phrases</li> <li>• Using adverbs, prepositions, similes, and speech to move the story along</li> <li>• Writing speech with inverted commas and using commas to clarify meaning</li> <li>• Building cohesion across paragraphs and using sentence openers for time and place</li> <li>• Retelling real or imagined events clearly and in time order</li> <li>• Using time-related adverbs and prepositions (e.g. <i>after, soon, during</i>) to sequence events</li> <li>• Starting to organise writing into clear paragraphs</li> </ul>



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	Narrative: Setting and Character	<ul style="list-style-type: none"><li>• Writing strong introductions that include <i>What, Who, When, Where</i> and using effective concluding sentences</li><li>• Using direct speech with inverted commas</li><li>• Using prefixes (e.g. <i>super-, anti-, auto-</i>) and choosing <i>a/an</i> correctly</li><li>• Writing in the past tense and checking for tense consistency</li><li>• Improving our writing by editing for grammar, punctuation and vocabulary impact</li> <li>• Writing simple, compound and complex sentences using conjunctions like <i>because, while</i> and <i>after</i></li><li>• Using direct speech with inverted commas</li><li>• Choosing powerful verbs and adjectives to describe actions, settings and emotions</li><li>• Using similes, adverbs and prepositions (e.g. <i>rapidly, during, in</i>) to bring the story to life</li><li>• Writing in either first or third person, and learning when to use <i>has gone</i> (present perfect) instead of <i>went</i> (past)</li><li>• sequencing events clearly and building suspense or dilemmas in the story</li><li>• Using capital letters, full stops, apostrophes and commas correctly</li><li>• Editing our stories for improved vocabulary, sentence structure and punctuation</li></ul>
Summer	<b>Persuasive Writing:</b> Leon and The Place Between	<ul style="list-style-type: none"><li>• Using conjunctions (<i>because, when, since</i>) and prepositions (<i>during, before, because of</i>) to explain time and cause</li><li>• Learning how to group related ideas into <b>paragraphs</b> to make writing clear</li><li>• Using the present perfect tense (<i>has complained, have discovered</i>) to explain recent events</li><li>• Selecting the right article (<i>a or an</i>) depending on whether the next word begins with a consonant or vowel</li><li>• Choosing powerful vocabulary to persuade the reader, including adjectives and adverbs</li><li>• Creating convincing arguments with <b>clear reasons</b> and linking these together</li><li>• Developing fluency in using punctuation like capital letters, full stops, apostrophes and commas</li><li>• Reading persuasive texts and role playing arguments to explore different persuasive techniques</li><li>• Evaluating and editing their writing with others to improve grammar, word choices and</li></ul>





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	<p><b>Explanation Writing:</b> Non-fiction writing (linked to Science/Geography where possible)</p>	<ul style="list-style-type: none"> <li>• Listening to and reciting poems by significant poets, and beginning to share personal preferences</li> <li>• • Performing poems with <b>expression, sound effects</b>, and <b>pauses</b> to add impact</li> <li>• • Inventing similes and experimenting with word play in their own <b>free verse poetry</b></li>   <li>• • Writing clear, sequenced explanations using <b>headings, subheadings</b> and <b>paragraphs</b> to organise ideas</li> <li>• • Using <b>time and cause adverbs</b> (e.g. <i>first, next, because, therefore, then</i>) to link ideas logically</li> <li>• • Creating <b>flow charts</b> and <b>diagrams</b> to plan out stages in a process</li> <li>• • Using <b>prepositions</b> (e.g. <i>during, before, after, because of</i>) to explain time and cause</li> <li>• • Developing complex sentences using <b>subordinating conjunctions</b> (<i>because, when, while, although</i>) and <i>*subordinate clauses</i></li> <li>• • Choosing strong <b>verbs, adverbs</b>, and precise <b>nouns</b> to describe processes accurately</li> <li>• • Using <b>present perfect tense</b> where appropriate (e.g. <i>it has grown</i> instead of <i>it grew</i>)</li> <li>• • Consolidating punctuation, including <b>commas in lists, apostrophes</b> for possession and contractions, and accurate use of <b>capital letters</b> and <b>full stops</b></li> </ul>
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### Maths

Term	Key Topics	What We Are Learning
Autumn	Number: Place value	<ul style="list-style-type: none"> <li>• <b>Step 1</b> Represent numbers to 100</li> <li>• <b>Step 2</b> Partition numbers to 100</li> <li>• <b>Step 3</b> Number line to 100</li> <li>• <b>Step 4</b> Hundreds</li> <li>• <b>Step 5</b> Represent numbers to 1,000</li> <li>• <b>Step 6</b> Partition numbers to 1,000</li> <li>• <b>Step 7</b> Flexible partitioning of numbers to 1,000</li> <li>• <b>Step 8</b> Hundreds, tens and ones</li> </ul>



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	Calculation: Addition and subtraction	<ul style="list-style-type: none"><li>• <b>Step 9</b> Find 1, 10 or 100 more or less</li><li>• <b>Step 10</b> Number line to 1,000</li><li>• <b>Step 11</b> Estimate on a number line to 1,000</li><li>• <b>Step 12</b> Compare numbers to 1,000</li><li>• <b>Step 13</b> Order numbers to 1,000</li><li>• <b>Step 14</b> Count in 50s</li> <li>• <b>Step 1</b> Apply number bonds within 10</li><li>• <b>Step 2</b> Add and subtract 1s</li><li>• <b>Step 3</b> Add and subtract 10s</li><li>• <b>Step 4</b> Add and subtract 100s</li><li>• <b>Step 5</b> Spot the pattern</li><li>• <b>Step 6</b> Add 1s across a 10</li><li>• <b>Step 7</b> Add 10s across a 100</li><li>• <b>Step 8</b> Subtract 1s across a 10</li><li>• <b>Step 9</b> Subtract 10s across a 100</li><li>• <b>Step 10</b> Make connections</li><li>• <b>Step 11</b> Add two numbers (no exchange)</li><li>• <b>Step 12</b> Subtract two numbers (no exchange)</li><li>• <b>Step 13</b> Add two numbers (across a 10)</li><li>• <b>Step 14</b> Add two numbers (across a 100)</li><li>• <b>Step 15</b> Subtract two numbers (across a 10)</li><li>• <b>Step 16</b> Subtract two numbers (across a 100)</li><li>• <b>Step 17</b> Add 2-digit and 3-digit numbers</li><li>• <b>Step 18</b> Subtract a 2-digit number from a 3-digit number</li><li>• <b>Step 19</b> Complements to 100</li><li>• <b>Step 20</b> Estimate answers</li><li>• <b>Step 21</b> Inverse operations</li><li>• <b>Step 22</b> Make decisions</li></ul>
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	Calculation: Multiplication and Division	<ul style="list-style-type: none"><li>• <b>Step 1</b> Multiplication - equal groups</li><li>• <b>Step 2</b> Use arrays</li><li>• <b>Step 3</b> Multiples of 2</li><li>• <b>Step 4</b> Multiples of 5 and 10</li><li>• <b>Step 5</b> Sharing and grouping</li><li>• <b>Step 6</b> Multiply by 3</li><li>• <b>Step 7</b> Divide by 3</li><li>• <b>Step 8</b> The 3 times-table</li><li>• <b>Step 9</b> Multiply by 4</li><li>• <b>Step 10</b> Divide by 4</li><li>• <b>Step 11</b> The 4 times-table</li><li>• <b>Step 12</b> Multiply by 8</li><li>• <b>Step 13</b> Divide by 8</li><li>• <b>Step 14</b> The 8 times-table</li><li>• <b>Step 15</b> The 2, 4 and 8 times-tables</li></ul>
Spring	Calculation: Multiplication and Division	<ul style="list-style-type: none"><li>• <b>Step 1</b> Multiples of 10</li><li>• <b>Step 2</b> Related calculations</li><li>• <b>Step 3</b> Reasoning about multiplication</li><li>• <b>Step 4</b> Multiply a 2-digit number by a 1-digit number - no exchange</li><li>• <b>Step 5</b> Multiply a 2-digit number by a 1-digit number - with exchange</li><li>• <b>Step 6</b> Link multiplication and division</li><li>• <b>Step 7</b> Divide a 2-digit number by a 1-digit number - no exchange</li><li>• <b>Step 8</b> Divide a 2-digit number by a 1-digit number - flexible partitioning</li><li>• <b>Step 9</b> Divide a 2-digit number by a 1-digit number - with remainders</li><li>• <b>Step 10</b> Scaling</li><li>• <b>Step 11</b> How many ways?</li></ul>



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Measurement: Money	<ul style="list-style-type: none"><li>• <b>Step 1</b> Pounds and pence</li><li>• <b>Step 2</b> Convert pounds and pence</li><li>• <b>Step 3</b> Add money</li><li>• <b>Step 4</b> Subtract money</li><li>• <b>Step 5</b> Find change</li></ul>
Statistics	<ul style="list-style-type: none"><li>• <b>Step 1</b> Interpret pictograms</li><li>• <b>Step 2</b> Draw pictograms</li><li>• <b>Step 3</b> Interpret bar charts</li><li>• <b>Step 4</b> Draw bar charts</li><li>• <b>Step 5</b> Collect and represent data</li><li>• <b>Step 6</b> Two-way tables</li></ul>
Measurement: Length and Perimeter	<ul style="list-style-type: none"><li>• <b>Step 1</b> Measure in metres and centimetres</li><li>• <b>Step 2</b> Measure in millimetres</li><li>• <b>Step 3</b> Measure in centimetres and millimetres</li><li>• <b>Step 4</b> Metres, centimetres and millimetres</li><li>• <b>Step 5</b> Equivalent lengths (metres and centimetres)</li><li>• <b>Step 6</b> Equivalent lengths (centimetres and millimetres)</li><li>• <b>Step 7</b> Compare lengths</li><li>• <b>Step 8</b> Add lengths</li><li>• <b>Step 9</b> Subtract lengths</li><li>• <b>Step 10</b> What is perimeter?</li><li>• <b>Step 11</b> Measure perimeter</li><li>• <b>Step 12</b> Calculate perimeter</li></ul>
Number: Fractions	<ul style="list-style-type: none"><li>• <b>Step 1</b> Understand the denominators of unit fractions</li><li>• <b>Step 2</b> Compare and order unit fractions</li><li>• <b>Step 3</b> Understand the numerators of non-unit fractions</li></ul>



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		<ul style="list-style-type: none"><li>• <b>Step 4</b> Understand the whole</li><li>• <b>Step 5</b> Compare and order non-unit fractions</li><li>• <b>Step 6</b> Fractions and scales</li><li>• <b>Step 7</b> Fractions on a number line</li><li>• <b>Step 8</b> Count in fractions on a number line</li><li>• <b>Step 9</b> Equivalent fractions on a number line</li><li>• <b>Step 10</b> Equivalent fractions as bar models</li></ul>
Summer	Number: Fraction	<ul style="list-style-type: none"><li>• <b>Step 1</b> Add fractions</li><li>• <b>Step 2</b> Subtract fractions</li><li>• <b>Step 3</b> Partition the whole</li><li>• <b>Step 4</b> Unit fractions of a set of objects</li><li>• <b>Step 5</b> Non-unit fractions of a set of objects</li><li>• <b>Step 6</b> Reasoning with fractions of an amount</li></ul>
	Measurement: Time	<ul style="list-style-type: none"><li>• <b>Step 1</b> Roman numerals to 12</li><li>• <b>Step 2</b> Tell the time to 5 minutes</li><li>• <b>Step 3</b> Tell the time to the minute</li><li>• <b>Step 4</b> Read time on a digital clock</li><li>• <b>Step 5</b> Use a.m. and p.m.</li><li>• <b>Step 6</b> Years, months and days</li><li>• <b>Step 7</b> Days and hours</li><li>• <b>Step 8</b> Hours and minutes - use start and end times</li><li>• <b>Step 9</b> Hours and minutes - use durations</li><li>• <b>Step 10</b> Minutes and seconds</li><li>• <b>Step 11</b> Units of time</li></ul>
	Geometry: Position and Direction with Outdoor Learning	<ul style="list-style-type: none"><li>• <b>Step 1</b> Turns and angles</li><li>• <b>Step 2</b> Right angles</li><li>• <b>Step 3</b> Compare angles</li></ul>



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	Measurement: Mass and Capacity	<ul style="list-style-type: none"> <li>• <b>Step 4</b> Measure and draw accurately</li> <li>• <b>Step 5</b> Horizontal and vertical</li> <li>• <b>Step 6</b> Parallel and perpendicular</li> <li>• <b>Step 7</b> Recognise and describe 2-D shapes</li> <li>• <b>Step 8</b> Draw polygons</li> <li>• <b>Step 9</b> Recognise and describe 3-D shapes</li> <li>• <b>Step 10</b> Make 3-D shapes</li>   <li>• <b>Step 1</b> Use scales</li> <li>• <b>Step 2</b> Measure mass in grams</li> <li>• <b>Step 3</b> Measure mass in kilograms and grams</li> <li>• <b>Step 4</b> Equivalent masses (kilograms and grams)</li> <li>• <b>Step 5</b> Compare mass</li> <li>• <b>Step 6</b> Add and subtract mass</li> <li>• <b>Step 7</b> Measure capacity and volume in millilitres</li> <li>• <b>Step 8</b> Measure capacity and volume in litres and millilitres</li> <li>• <b>Step 9</b> Equivalent capacities and volumes (litres and millilitres)</li> <li>• <b>Step 10</b> Compare capacity and volume</li> <li>• <b>Step 11</b> Add and subtract capacity and volume</li> </ul>
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**Science**

Term	Topics	What We Are Learning
Autumn	Plants	<ul style="list-style-type: none"> <li>• To find out what I know and want to know about plants</li> <li>• Flowering and non-flowering plants</li> <li>• Functions of a flowering plant.</li> <li>• What do plants need to grow</li> <li>• Water transporting investigation</li> </ul>



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	Light	<ul style="list-style-type: none"><li>• Know that they need light in order to see things and that dark is the absence of light</li><li>• Notice that light is reflected from surfaces</li><li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object<ul style="list-style-type: none"><li>• Find patterns in the way that the size of shadows change</li></ul></li></ul>
Spring	Rocks  Animals including Humans (Spring 2)	<ul style="list-style-type: none"><li>• Compare and group together different kinds of rocks on the basis of their colour, texture and size</li><li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li><li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• To identify that animals, including humans, need the right types and amount of nutrition and that nutrition</li><li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li></ul>
Summer	Forces (Summer 2)	<ul style="list-style-type: none"><li>• Compare how things move on different surfaces</li><li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li><li>• Observe how magnets attract or repel each other and attract some materials and not others</li><li>• 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</li><li>• Describe magnets as having two poles</li><li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing</li></ul>

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**Geography**

Term	Topics	What We Are Learning
Autumn	Using and making maps  UK cities and counties	<ul style="list-style-type: none"> <li>• to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>• to name and locate counties and cities of the United Kingdom.</li> <li>• to use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li>   <li>• to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• to use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>
Spring	UK regions  Lake District ( <i>can choose another suitable location</i> )	<ul style="list-style-type: none"> <li>• to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• to use maps, atlases, globes and digital,/computer mapping to locate countries and describe features studied.</li> <li>• to name and locate counties and cities of the United Kingdom, geographical regions and their</li> </ul>





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		<ul style="list-style-type: none"> <li>Describe the seasonal weather associated with a temperate climate (in the UK). Children will conduct a local study about flooding in the local area</li> </ul>
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### History

Term	Topics	What We Are Learning
Autumn	<b>Through the Ages</b> Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>What was the Stone Age period?</li> <li>What was the Palaeolithic period?</li> <li>What was the Mesolithic period?</li> <li>What was the Neolithic period?</li> <li>What was the Bronze Age period?</li> <li>What was the Iron Age period?</li> <li>What were the key changes that occurred during the time between the Stone Age and Iron Age periods?</li> </ul>
Spring	<b>Roaming Romans</b> The Romans The Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> <li>What was the significance of the Roman Empire?</li> <li>How did the Roman Empire change under different rulers?</li> <li>How was the expansion of the Roman Empire so successful?</li> <li>How were Roman invasion techniques successful?</li> <li>How did the Romans impact Britain?</li> <li>How did the British resist Roman rule?</li> <li></li> </ul>
Summer	<b>Early British Settlers</b> The Scots and Anglo Saxon invasions Britain's settlement by Anglo-Saxons and Scots.	<ul style="list-style-type: none"> <li>Who occupied Britain before the Anglo-Saxons invaded?</li> <li>Where did the Anglo-Saxons come from?</li> <li>Why did the Anglo-Saxons want to settle in Britain?</li> <li>What were Anglo-Saxon villages and homes like?</li> <li>What is the significance of Sutton Hoo?</li> <li>What is the significance of Christianity to the Anglo-Saxons?</li> </ul>



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### Art & Design / DT

Term	Projects	Skills We Are Developing
Autumn	DT Food and Nutrition	<ul style="list-style-type: none"><li>• Start to know that food is grown, reared and caught) in the UK, Europe and the wider world.</li><li>• Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li><li>• Use a range of techniques: spreading, kneading and baking.</li><li>• Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted n 'The Eat Well Plate' and how this is affected by different diets e.g. veganism</li><li>• Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</li><li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li><li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li><li>• Know the work of a famous chef</li></ul>
Spring	DT Mechanisms	<ul style="list-style-type: none"><li>• Understand that mechanical systems such as levers or pneumatic systems can create movement.</li><li>• Begin to incorporate flaps, linkages and levers into my products.</li><li>• Understand and use mechanical systems in my products including pulleys, levers and linkages</li><li>• Know key events, innovations and people in relation to the project</li><li>• Understand and use lever and linkage mechanisms.</li><li>• Distinguish between fixed and loose pivots.</li><li>• Understand and use pneumatic mechanisms.</li></ul>
Summer	DT Structures	<ul style="list-style-type: none"><li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li><li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li><li>• Build structures, including frames, with increasing independence.</li><li>• Begin to demonstrate a growing understanding of how to reinforce and strengthen the finished products.</li><li>• Measure, mark out, cut, score and assemble components with more accuracy including use of right angles</li></ul>



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		<ul style="list-style-type: none"> <li>• Work safely and accurately with a range of simple tools</li> <li>• Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas</li> <li>• Use computer-generated finishing techniques suitable for the product they are creating.</li> </ul>
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**PSHE / RSE**

<b>Term</b>	<b>Focus Areas</b>	<b>Key Objectives</b>
Autumn	<p><b>What makes a good learner? What makes a good classmate? What makes a good friend? How can I manage my feelings? How can my actions affect others? Celebrating Difference Week How can I resolve conflict? Where do I belong?</b></p>	<p>The responsibilities we have in and out of the classroom.</p> <p>How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. (Growth Mindset)</p> <p>How we belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</p> <p>How the community helps everyone to feel included and values the different contributions that we make.</p> <p>How people behave when they are being friendly and what makes a good friend.</p> <p>What to do if someone isn't being a good friend.</p> <p>Recap Zones of Regulation. How everyday things can affect our feelings. How feelings change over time and can be experienced at different levels of intensity. The importance of expressing feelings and how they can be expressed in different ways.</p> <p>How to make friends with others. How to recognise when they feel lonely and what they could do about it.</p>



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		<p>How to be respectful towards people who may live differently to us. What is meant by a diverse community? How different groups make up the wider/local community around the school.</p> <p>That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences How to recognise if a friendship is making us unhappy, feel uncomfortable or unsafe and how to ask for support.</p> <p>How families differ from each other (including that not every family has the same family structure). How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. How to ask for help or advice if family relationships are making us feel unhappy, worried or unsafe.</p>
Spring	<p>How can we look after other living things? What effect do we have on our environment?</p> <p>How can we look after our environment? <i>School based project e.g. gardening, making items out of recycled materials</i> Children’s Mental Health Week and Safer Internet Day</p> <p>(In line with the annual theme)</p> <p>What/who helps me to keep safe in our community and online? How do I keep myself safe? <i>*Link to independence and</i></p>	<ul style="list-style-type: none"> <li>• How people within families should care for each other and the different ways they demonstrate this.</li> <li>• How to carry out personal responsibilities in a caring and compassionate way.</li> <li>• How and what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).</li> <li>• How we can take small steps to protect the environment around us.</li> <li>• What is mental health?</li> <li>• To understand that all emotions are normal but how we manage them is important.</li> <li>• How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.</li> <li>• What to do in an emergency, including calling for help and speaking to the emergency services</li> <li>• That our body belongs to us and should not be hurt or touched without our permission; what to do and who to tell if we feel uncomfortable.</li> <li>• How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</li> </ul>



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	<p><i>responsibility</i></p> <p>Keeping Safe Week</p> <p>(Police visit where possible)</p>	
<p>Summer</p>	<p>What does being 'healthy' mean and what can I do to keep myself healthy?          How can I regulate my emotions?          How can I take care of myself, including online?          How can I cope with change and loss?          MY MONEY WEEK          What happens when we grow up?          How do I manage change?</p>	<ul style="list-style-type: none"> <li>• How to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>• How not eating a balanced diet can affect our health.</li> <li>• How regular physical activity benefits our bodies and feelings.</li> <li>• How to make choices about physical activity, including what and who influences decisions.</li> <li>• How the lack of physical activity can affect our health and wellbeing.</li> <li>• Recap Zones of Regulation.</li> <li>• To learn strategies to remain calm and organised in a stressful situation.</li> <li>• How to manage and regulate our worries.</li> <li>• How to be active on a daily and weekly basis.</li> <li>• How to balance time online with other activities.</li> <li>• How lack of sleep can affect our body and mood and simple routines that support good quality sleep.</li> <li>• How to seek support in relation to physical activity, sleep and rest and who to talk to if we are worried.</li> <li>• How people make choices about what to eat and drink, including who or what influences these.</li> <li>• How, when and where to ask for advice and help about healthy eating and dental care</li> <li>• Different times when we may experience change and loss in our lives.</li> <li>• The importance of expressing feelings and how they can be expressed in different ways.</li> <li>• Considering strategies to cope with change and loss.</li> <li>• How people make choices about what to do with money, including spending and saving.</li> <li>• The difference between needs and wants - that people may not always be able to have the</li> </ul>







## Curriculum Overview for Parents 2024-2025

Autumn	Ballads/Creating Compositions
Spring	Adapting and Transposing Motifs / Pentatonic melodies and composition
Summer	Jazz / Traditional Instruments and Improvisation

### PE (Physical Education)

Term	Focus / Activities
Autumn	i-exercise i-communicate
Spring	Dance Pilates
Summer	i-create i-think

### Additional Notes

Visits, workshops, enrichment activities, or other highlights to share:

Trips: Stone Age workshop, Science Museum, Hindu Temple visit, Rock workshop