

# Malham Cove Class Curriculum 2020 - 2021



English Curriculum – Year 3 Autumn						
Unit:	Fiction: Stories by the same author	Non-Fiction: Instructions and explanations	Poetry: Creating images	Fiction: Roman Myths	Non-Fiction: Newspaper Reports	Poetry: Poems from Around the World
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2:2 Weeks	Autumn 2:2 Weeks	Autumn 2:2 Weeks
<b>Overview:</b>	Using the delightful illustrations and books of Michael Foreman, children have many opportunities to practice simple, compound and complex sentences with powerful verbs. They then create their own stories based around I'll Take You to Mrs Cole, by Nigel Gray and Michael Foreman.	Children will learn about instructions and explanations based around the glitzy world of the game show. They will learn about features of explanations before going on to write their own based on a game show with a special treat at the end.	Use a selection of poems to explore how to create images using words, Daddy Fell into the Pond by Alfred Noyes, The Bug Chant by Tony Mitton, and I Like this Poem by Kaye Webb. Children find and use adjectives and adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance and compose poems using the themes of animals and weather.	Using The Orchard Book of Roman Myths and Hamilton Group Reader: Romulus & Remus, children read, explore and discuss myths; role-play being Roman gods and retell myths from different perspectives. They research and write their own myths, presenting them to an audience.	All about the Romans and Pompeii, children will be immersed in what life was like in Roman times by research, role-play, Escape to Pompeii and The Roman Record. They will then write a variety of recounts to create a Roman newspaper.	Children are immersed in a diverse range of festival and celebration poems from around the world. Read Let's Celebrate! edited by Debjani Chatterjee and Brian D'arcy as you learn how to discuss, edit and improve a poem. Revise and learn about the function of adjectives, nouns, verbs and adverbs.
<b>Basic Skills:</b>	<ol style="list-style-type: none"> <li>1. Extending the range of sentences with more than clause</li> <li>2. Use and understand the grammatical terminology</li> <li>3. Use and punctuate direct speech</li> </ol>	<ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology in Appendix 2</li> <li>2. Use conjunctions, adverbs and prepositions to express time and cause</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose nouns appropriately</li> <li>2. Use and understand the grammatical terminology</li> <li>3. Use adverbs appropriately</li> </ol>	<ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology</li> <li>2. Use and punctuate direct speech</li> <li>3. Express meaning using adverbs</li> <li>4. Using conjunctions to express time and cause</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the present form of verbs in contrast to the past tense</li> <li>2. Use adverbs to express time and cause</li> <li>3. Use and punctuate direct speech</li> </ol>	<ol style="list-style-type: none"> <li>1. Using conjunctions, adverbs and prepositions to express time and cause</li> <li>2. Use and understand the grammatical terminology</li> <li>3. Use fronted adverbials appropriately</li> </ol>
<b>Text(s):</b>	I'll Take You to Mrs Coles by Nigel Gray and Michael Foreman Dinosaurs and All that Rubbish by Michael Foreman Other books by Michael Foreman	Various instruction and explanation texts	Poems needed are provided.	Orchard Book of Roman Myths by Geraldine McCaughrean Romulus and Remus – Group Reader	The Roman Record by Paul Dowswell Escape From Pompeii by Christina Balit	The Works published by Macmillan Let's Celebrate! Festival Poems from Around the World edited by Debjani Chatterjee and Brian D'Arcy

# Malham Cove Class Curriculum 2020 - 2021



English Curriculum – Year 3 Spring						
Unit:	Fiction: Stories about imaginary worlds	Non-Fiction: Recounts	Poetry: Traditional poems	Fiction: Myths and legends – Greek Myths	Non-Fiction: Non-chronological reports	Poetry: Performance poems
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
Overview:	Using Fantastic Mr Fox, children familiarise themselves with features of narrative; finding examples from the book and through role play and hot-seating. Focus on direct speech and use the features and format they have seen to plan and write their own fantastic stories!	Explore The Day I Swapped my Dad for Two Goldfish. Act out swap stories; learn about adverbials and recounts using past tense and 1st person and chronological order. Write a new version of The Diary of a Killer Cat using recount features and complex sentences.	Explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children.	Become familiar with a range of Greek Myths. Use them to study powerful verbs, verb tenses and use of 1st and 3rd person, paragraphs and ways of showing dialogue. Children draw story maps to learn a Greek Myth off by heart and to retell another myth in written form.	Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Children design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.	Description: Listen to a range of performance poems & explore the features that poets use. Children identify and use conjunctions that indicate time and cause. Investigate negative prefixes, informal language & rhymes. Children write extra lines to one of poems and then a rap.
Basic Skills:	<ol style="list-style-type: none"> <li>1. Introduce the idea of tense in verbs.</li> <li>2. Use pronouns for cohesion and to avoid repetition and ambiguity.</li> <li>3. Use dialogue punctuation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use adverbs and adverbials (prepositional phrases which act as adverbs).</li> <li>2. Create complex sentences.</li> <li>3. Use commas after or before phrases and clauses.</li> <li>4. Use and punctuate direct speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the idea of tense in verbs.</li> <li>2. Use prepositions to express time or place.</li> <li>3. Write sentences with more than one clause using a wider range of connectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use powerful verbs/ Begin to recognise the concept of a verb.</li> <li>2. Understand that writing can be 3rd or 1st person.</li> <li>3. Use and punctuate direct speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extend the range of sentences with more than one clause: compound and complex sentences.</li> <li>2. Use commas after or before phrases and clauses.</li> <li>3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use and recognise nouns, adjectives and adjectival phrases.</li> <li>2. Use conjunctions to express time or cause.</li> <li>3. Use possessive apostrophe with singular and plural nouns.</li> </ol>
Text(s):	Fantastic Mr Fox by Roald Dahl (plus DVD)	The Day I Swapped my Dad for Two Goldfish by Neil Gaiman & Dave McKean Diary of a Killer Cat by Anne Fine	A Child's Garden of Verses by Robert Louis Stevenson	The Orchard Book of Greek Myths by Geraldine McCaughrean Greek Myths by Marcia Williams The Book of Traditional Tales	Selection of Harry Potter books by J K Rowling	Various performance poems - provided

# Malham Cove Class Curriculum 2020 - 2021



English Curriculum – Year 3 Summer						
Unit:	Fiction: Adventure stories	Non-Fiction: Persuasive writing	Poetry: Traditional poems	Fiction: Plays and dialogues	Non-Fiction: Non-chronological reports	Poetry: Shape poems
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
<b>Overview:</b>	Using The Hodgeheg by Dick King-Smith, children look for examples of adverbs and adverbial phrases. They memorise a section of dialogue and use it as a basis for their own writing. In the second week the focus is on complex and compound sentences as children write an animal adventure story.	Children explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! Using compound and complex sentences the children will then write a persuasive letter about their bedtime!	Read a selection of traditional poems by Charles Causley and Eleanor Farjeon with children. Explore the vocabulary of sounds and study the use of adjectives and adverbs/adverbials as descriptions. Children write poetry inspired by Sounds in the Evening and I am the Song.	Define proverb and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts. Write and perform 2 playscripts: based on a proverb and on a Roald Dahl chapter.	Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews play games and will be itching to write their own game reports! Grammar activities include work on prepositions, adverbs and conjunctions.	During this unit children will be immersed in shape poems. They read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses.
<b>Basic Skills:</b>	<ol style="list-style-type: none"> <li>1. Use fronted adverbs.</li> <li>2. Use commas after fronted adverbials.</li> <li>3. Extend the range of sentences with more than one clause by using a wider range of connectives, e.g. when, if, because, although.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extend a range of sentences with more than one clause by using a wider range of connectives.</li> <li>2. Use conjunctions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology</li> <li>2. Recognise and identify prepositions used to indicate time and place.</li> <li>3. Use fronted adverbials.</li> <li>4. Use commas after fronted adverbials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology in Appendix 2.</li> <li>2. Use adverbs.</li> <li>3. Use and punctuate direct speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express time, place and cause using conjunctions and prepositions and adverbs.</li> <li>2. Identify and use past and present tense correctly.</li> <li>3. Extend the range of sentences with more than 1 clause.</li> </ol>	<ol style="list-style-type: none"> <li>1. Indicate possession by using the possessive apostrophe with singular and plural nouns.</li> <li>2. Extend the range of sentences with more than one clause by using a wider range of connectives.</li> </ol>
<b>Text(s):</b>	The Hodgeheg by Dick King-Smith Selection of reference books about animals	TV recordings – record a programme such as Milkshake on Channel 5 which features lots of children’s adverts.	Poems needed are provided.	Proverbs animated tale provided with plan The Witches by Roald Dahl Roald Dahl The Witches: Plays for Children adapted by David Wood A selection of other Roald Dahl books and/or playscripts	Children bring in written material relating to their favourite computer game.	Various performance poems - provided

# Malham Cove Class Curriculum 2020 - 2021



Maths Curriculum – Year 3 Autumn					
Unit:	Number and Place Value	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Consolidation
Term:	Autumn 1: 3 Weeks	Autumn 1: 3 Weeks	Autumn 2: 1 Week	Autumn 2: 3 Weeks	Autumn 2: 2 Weeks
<b>Overview:</b>	I can read and write numbers to 100 in numerals and words.	I can add and subtract a three-digit number and ones mentally.	I can estimate the answer to a calculation and use inverse operations to check.	I can use efficient written methods to multiply a 2 digit and a 1-digit number.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced..
	I can solve number problems and practical problems.	I can add and subtract a three-digit number and tens mentally.	I can solve missing number problems.	I can recall and use multiplication and division facts for the 4 times table.	
	I can recognise the place value of each digit in a three-digit number.	I can add and subtract a three-digit number and hundreds mentally.		I can recall and use multiplication and division facts for the 3 times table.	
	I can find 10 or 100 more or less than a given number.	I can add numbers up to three digits using an efficient written method.		I can write and calculate statements for $\times$ and $\div$ using the multiplication tables that I know.	
	I can identify, represent and estimate numbers in different contexts.	I can subtract numbers up to three digits using an efficient written method.		I can use mental strategies to multiply a 2-digit number by a 1 digit number.	
	I can count from 0 in multiples of 4, 8, 50 and 100.	I can solve addition and subtraction problems.		I can recall and use multiplication and division facts for the 8 times table.	
	I can compare and order numbers up to 1000.			I can solve multiplication and division problems.	

Maths Curriculum – Year 3 Spring					
Unit:	Multiplication and Division	Measurement and Money	Statistics	Measurement length and perimeter	Fractions and Decimals
Term:	Spring 1: 3 Weeks	Spring 1: 1 Week	Spring 1: 2 Weeks	Spring 2: 3 Weeks	Spring 2: 3 Weeks
<b>Overview:</b>	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can add and subtract amounts of money to give change using £ and P in practical contexts.	I interpret and present data in bar charts.	I can measure, compare, add and subtract lengths (mm/cm/m).	I can count up and down in tenths.
	I can recall and use multiplication and division facts for the 4 times table.		I interpret and present data using pictograms.	I can measure, compare, add and subtract mass (g/kg).	I can recognise that tenths arise from dividing an object into 10 equal parts.
	I can recall and use multiplication and division facts for the 3 times table.		I interpret and present data using tables.	I can measure, compare, add and subtract volume and capacity (cl/l).	I can find and write fractions for a set of objects.
	I can write and calculate statements for $\times$ and $\div$ using the multiplication tables that I know.		I solve one-step problems using presented data.	I can measure the perimeter of a 2D shape.	I can recognise and use fractions as numbers.
	I can use mental strategies to multiply a 2-digit number by a 1 digit number.		I solve two-step problems using presented data.		I can recognise and show, using diagrams, equivalent fractions.
	I can recall and use multiplication and division facts for the 8 times table.				I can add and subtract fractions with the same denominator within one whole.
	I can solve multiplication and division problems.				I can compare and order fractions, and fractions with the same denominators.
					I can solve problems involving fractions.

# Malham Cove Class Curriculum 2020 - 2021



Maths Curriculum – Year 3 Summer					
Unit:	Number: Fractions	Measurement and Time	Geometry: Properties of Shape	Measurement Mass and Capacity	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 3 Weeks	Summer 2: 2 Weeks	Summer 2: 3 Weeks	Summer 2: 1 Week
<b>Overview:</b>	I can recognise and use fractions as numbers.	I can tell and write the time from an analogue clock in 12 and 24 hour clocks.	I can draw 2D shapes.	I can measure, compare, add and subtract mass (g/kg).	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can recognise and show, using diagrams, equivalent fractions.	I can tell the time using Roman numerals from I to XII.	I can make 3D shapes using modelling materials.	I can measure, compare, add and subtract volume and capacity (cl/l).	
	I can add and subtract fractions with the same denominator within one whole.	I can estimate and read time with increasing accuracy and compare times using appropriate vocabulary.	I can recognise 3D shapes in different orientations.		
	I can compare and order fractions, and fractions with the same denominators.	I know the number of seconds in a minute and the number of days in each month, year and leap year.	I can recognise angles as a property of shape or a description of a turn.		
	I can solve problems involving fractions.	I can compare the durations of events.	I can identify right angles.		
			I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn.		
			I can identify whether angles are greater than or less than a right angle.		
			I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		

# Malham Cove Class Curriculum 2020 - 2021



Science Curriculum – Year 3						
Unit:	Animals Including Humans	Forces	Light	Plants	Uses of Everyday Materials and Rocks	Scientists and Inventors
Term:	Autumn1: 7 Weeks	Autumn 2: 8 Weeks	Spring 1: 6 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 6 Weeks
<b>Overview:</b>	I can 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.	I can compare how things move on different surfaces.	I can recognise that they need light in order to see things and that dark is the absence of light.	I can identify and describe the functions of different parts of flowering plants; roots, stem / trunk, leaves and flowers.	I can name different types of rocks.	I can find plants in the local area.
	I can name different food groups.	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.	I can notice that light is reflected from surfaces.	I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how these vary from plant to plant.	I can name different types of soils.	I can give the names of four people who brought new plants to Britain.
	I know what happens when humans eat the wrong types of foods.	I know that magnets have poles and name the poles of a magnet.	I can name surfaces which reflect light better than others.	I can investigate the way in which water is transported within plants.	I can describe the appearance of rocks.	I can give four facts about Marie Curie's life and work.
	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can observe how magnets attract or repel each other and attract some materials and not others.	I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes and skin.	I can explore the part that flowers play in the life cycle of flowering plants, including pollination and seed formation.	I can describe the appearance of soils.	I can give four facts about William Smith's life and work.
	I can discuss how human skeletons and animal skeletons are different.	I know that not all materials are magnetic.	I know not to look directly at the sun.	I can name the different forms of seed dispersal.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	I can describe how William Smith found fossils.
	I can identify and name bones.	I can 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.	I can recognise that shadows are formed when the light from a light source is blocked by a solid object.	I can talk through and draw the life cycle of a plant.	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	I can give four facts about Inge Lehmann's life and work.
	I can identify the three main of a skeleton.	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	I can find patterns in the way that the size of shadows change.		I can recognise that soils are made from rocks and organic matter.	I can identify devices and inventions that use curved mirrors.
						I can describe how the first electromagnets were developed and name a scientist who worked on them.
						I can give five facts about Marie Curie's life and work and use prompts to describe her legacy.
					I can describe how Marie Curie used x rays.	

# Malham Cove Class Curriculum 2020 - 2021



Computing Curriculum – Year 3						
Unit:	E-Safety – Using the Internet	Coding and Programming	IT – Digital Literacy	IT- Multimedia	IT- Data Handling	E-safety (Consolidation)
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks
<b>Overview:</b>	I can reflect on their own digital footprint and behaviour online.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	I can create different effects with different technological tools, demonstrating control.	I can use software to record, create and edit sounds and capture still images	I can talk about the different ways data can be organised.	I can reflect on their own digital footprint and behaviour online.
	I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.	I can write a program, putting commands into a sequence to achieve a specific outcome;	I can use appropriate keyboard commands to amend text on a device.	I can change recorded sounds, volume, duration and pauses.	I can sort and organise information to use in other ways.	I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.
	I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.	I can give a set of instructions to follow and predict what will happen;	I can use applications and devices in order to communicate ideas.	I can use software to capture video for a purpose.	I can search a ready-made database to answer questions.	I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.
	I can seek help from an adult when they see something that is unexpected or worrying.	I can keep testing a program and recognise when it needs to be debugged;	I can save, retrieve and evaluate work.	I can crop and arrange clips to create a short film.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.	I can seek help from an adult when they see something that is unexpected or worrying.
	I can demonstrate understanding of age-appropriate websites and adverts.	I can use variables to create an effect, e.g. repetition, if, when, loop.	I can insert a picture/text/graph/hyperlink from the internet.	I can plan an animation and move items within each animation for playback.	I can talk about the different ways data can be organised.	I can demonstrate understanding of age-appropriate websites and adverts.
	I can use search tools to find and use an appropriate website and content. I can use strategies to improve results when searching online.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, flip book, frame, loop, frame rate, record, stop, play, stop motion, stop frame.		I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.
	I can use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.					

# Malham Cove Class Curriculum 2020 - 2021



## SEMH/PSCHE Curriculum (Needs met Year 1 to Year 6)

The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Be Yourself	Being Together	Be a Team	Be Safe	Respecting Rights	Practical Work
I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can communicate my feelings to others. I can recognise how others show feelings and how to respond.	I can contribute to the life of the classroom.	I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can say how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. I can say who to tell and I know how to tell them.	Practical and revisiting concepts for consolidation – needs met.
I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can recognise how my behaviour affects other people.	I can help construct, and agree to follow, group and class rules. I can understand how these rules help me.	I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can understand that people's bodies and feelings can be hurt. I can say what makes me feel comfortable and uncomfortable.	Practical and revisiting concepts for consolidation – needs met.
I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise what is fair and unfair, kind and unkind, what is right and wrong.	I can understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise when people are being unkind either to me or others. I can say how to respond, who to tell and what to say.	Practical and revisiting concepts for consolidation – needs met.
I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation).	I can work collaboratively towards shared goals.	I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can recognise that my actions affect me and others.	Practical and revisiting concepts for consolidation – needs met.
I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another.		I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can judge what kind of physical contact is acceptable or unacceptable and how to respond.	Practical and revisiting concepts for consolidation – needs met.
I can say who is responsible for helping me stay healthy and safe and ways that I can help these people.	I can recognise and respond appropriately to a wider range of feelings in others.			I can understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Practical and revisiting concepts for consolidation – needs met.

# Malham Cove Class Curriculum 2020 - 2021



SEMH/PSCHE Curriculum: KS2 Skills – Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Think Positive	Living Together	Working Together	Be Healthy	Equality	Community
I can reflect on and celebrate my achievements, identify my strengths, my areas for improvement. I can set high aspirations and goals.	I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support.	I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people.	I can make informed choices (including recognising that choices can have positive, neutral and negative consequences). I can begin to understand the concept of a 'balanced lifestyle'.	I can listen and respond respectfully to a wide range of people. I can feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	I can share that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.
I can show I have deepened my understanding of good and not so good feelings. I can extend my vocabulary to explain both the range and intensity of my feelings to others.	I can show I am aware of different types of relationship, including those between acquaintances, friends, relatives and families.	I can understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.	I can understand what is meant by the term 'habit' and why habits can be hard to change.	I can understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.	I can understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.	I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.		I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.	I can understand what being part of a community means, and about the varied institutions that support communities locally and nationally. I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
I can understand what positively and negatively affects my physical, mental and emotional health (including the media).	I can show I am aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so.				I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
<b>RE lessons to be taught in the afternoons of Assessment Weeks:</b>					
	I can explain where Buddhism was founded and by who. I can explain the main beliefs held by Buddhists.		I can explain which places are special for Buddhists. I can explain what happens at the major Buddhist festival.		I can explain what the Buddhist holy book is and what is in it. I can name and explain the meaning of Buddhist symbols.

<b>Careers Curriculum</b>						
<b>The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.</b>						
<b>KS2 Overview:</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>This is Me</b>	<b>Enterprise</b>	<b>Be a Team</b>	<b>Transport and Travel</b>	<b>Respecting Rights</b>	<b>Practical Work</b>
	I can describe what I am like.	I can show I can use my initiative and be enterprising.	I can give examples of what it means to have a career.	I can give examples of how I could travel to different work destinations.	I can describe the main types of employment in my area: past, present and emerging.	I can identify key qualities and skills employers are looking for.
	I can describe what I am good at and what I enjoy doing.	I can make considered decisions about saving, spending and giving	I can give examples of what people like and dislike about the work they do.	I know local methods of transport and the areas they go to.	I can recognise the harm caused by stereotyping and discrimination, and the importance of treating people fairly.	I can say where to get impartial information and support when I need it and how to use of it.
	I can explain how to appropriately get what I want.	I know how to make plans and decisions carefully.	I can describe a local business, how it is run and the products and/or services it provides.	I understand the need to pay for transport and factor it into my budget.	I can keep myself safe and well when I am learning and playing.	I can compare information about secondary education choices open to me.
	I can identify what I am learning from careers, employability, enterprise activities and experiences.	I know how to make a good impression on other people.		I can plan a route to and from a place of work.		I can identify ways of making transitions such as the move from primary to secondary school.
	I can evidence my skills as part of a group project.		I understand the role of technology in travel and transport.			

# Malham Cove Class Curriculum 2020 - 2021



Topic Curriculum: History, Geography, Music, Art and Design Technology (Cycle A)						
	Geography 'The UK'	Design Technology	Music	History 'The Romans'	History 'Ancient Greece'	Geography 'Around the World'
Term:	Autumn 1: 7 Weeks	Autumn 2: 8 Weeks	Spring 1: 6 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 6 Weeks
<b>Overview:</b>	I can name and locate the countries and cities of the UK.	I can investigate free standing structures.	I can sing with good diction. I can sing in tune songs with a limited range. I can sing a song with two or more parts.	I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain.	I can explain how and why empires grow.	I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.
	I can name and locate the countries and cities of the UK.	I can design a structure.	I can perform with expression. I can use correct technique to play instruments.	I understand why the Romans built new roads in Britain.	I can explain the chronology of a timeline.	I can identify lines of latitude and longitude.
	I can name and locate the countries and cities of the UK.	I can use a wider range of tools and equipment to begin to make parts for my model.	I can recognise a range of music genres; recognise instruments being played in a piece of music.	I know where some main roads ran to and from, and how they were made.	I can explain how the political system worked in Ancient Greece.	I can use longitude and latitude to find places on maps, atlases and globes.
	I can use the eight compass points to describe the location of the countries of the UK.	I can develop a range of practical skills to create bends and more complex parts.	I can express my opinion about pieces of music using appropriate musical vocabulary. I can discuss similarities and differences in pieces of music.	I can describe how different people felt about and reacted to the changes made by the Roman Empire.	I can compare this system with other political systems.	I can describe the key features of the Polar Regions and compare them to the UK.
	I can use an atlas or a map to name and locate the main rivers and seas of the UK.	I can select from and use materials and components to make a working marble run.	I can compose a tune using eight notes.	I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.	I can learn about the past from sources including art.	I can compare the climate in the tropics with the UK climate.
	I can name and locate some of the counties of the UK using a map.	I can evaluate and improve my design and technology work.	I can compose music that has a recognisable structure (beginning, middle and end).	I can understand what the religious beliefs of the Romans and know about some of the gods and goddesses they worshipped.	I can compare different city-states and recall facts about the battle of Marathon.	I can explain the position and significance of the Prime Meridian.
	I can use a map or atlas to identify and locate areas of high ground in the UK.		I can recognise crotchets, quavers, semibreves and crotchet rests.	I can explain what the Roman baths were and know about the different amenities they contained.	I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek Myth.	I can explain the position and significance of time zones.
	I can identify ways that London has changed over time.		I can begin to be able to recognise some notes on a treble clef staff.		I can use a range of sources to find out about the Trojan War and present my findings.	
	I can explain the importance of the Prime Meridian to London's history.		I can name some composers and genres of music from different eras.			
	I can describe how the UK has changed over time.					
<b>Art Links:</b>	I can create a cityscape.			I can create a mosaic in the style of the Romans.	I can paint or draw accurate figures.	I can use colours to represent temperature in a piece of work.