



GREEN THEMED MAP 2025 – 2026

3 RD YEAR OF A THREE-YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Green Themes	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
	BQ	What happens during my day?	What can I play with	Where do I live?	What are my favourite stories?	What will I find when I am on holiday?

Cognition & Learning

SUBJECT: Mathematics

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Disciplinary Knowledge	Examples of Knowledge including <u>EYFS</u>;	Examples of Knowledge including <u>EYFS</u> ;	Examples of Knowledge including <u>EYFS</u> ;	Examples of Knowledge including <u>EYFS</u> ;	Examples of Knowledge including <u>EYFS</u>;

	<u>Know songs and rhymes in relation to numbers.</u> Know that objects exist. Know and say counting words Know how to select a small quantity of objects from a group Know how to make simple comparisons	<u>Develop a strong grounding in numbers</u> Know how to encounter and respond to visual / tactile objects. Know how to recite numbers. Know how to count items. Know how to experiment with simple symbols. Know how to solve real world problems with number. Know how to compare volume / mass (big / small) Know how to represent numbers. Know how to use cardinal numbers. Know how to link simple number symbols. Know how to understand one more / less. Recall number bonds to 10.	<u>Know how to recite numbers/ count objects</u> Know how to encounter activities and experiences Know how to show simple reflex responses Develop counting behaviour Know how to recite numbers Know how to match numerals to objects Know how to count on (beyond 10) Know how to recall number bonds	<u>Know how to recite numbers past 5.</u> Know how to count reliably 0 – 20 Know how to order numbers Know how to add and subtract simple numbers Know how to solve more complex problems Know how to double, halve Know how to share Know number language Know number names in play Know how to use number language spontaneously Know how to explore items using senses Know how to initiate exploration Know how to compare and describe groups of items Know how to select correct items Know how to find one more / one less	<u>Know how to communicate consistently</u> Recognise familiar people, events and objects Know how to communicate an increasing awareness of number activities when counting Know number language Know what numbers are Know number rhymes and songs Know how to make groups of items Know how to remove numbers of objects
Procedural Skills	E.g. Explore lots and few in play Use role play area Sort and match items 1:1 correspondence Share Make marks linked with numbers Talk about numbers Solve simple problems Use mathematical terminology	E.g. Explore wider range of objects using all senses Use numbers for practical activities Count Begin to use symbols Solve simple everyday problems Compare size, volume when e.g. making drinks, sharing items, taking part in water play Use 1st, 2nd when ordering Add one more / less	E.g. Actively explore Initiate exploration Use body to explore Initiate counting Confidently recite numbers Label numbers of items Count on Confidently recall number bonds Communicate intentionally	E.g. Confidently explore interesting items Play Read signs showing e.g. how many children can play a game Use extended number language Model counting Count objects in random layout	E.g. Respond to a stimulus presented on different body parts on both sides of the body Record information Communicate effectively Anticipate actions Acknowledge people and events Communicate numbers Indicate numbers Use number language

	Use maths in practical situations	Make simple additions Explore lots and few in play Explore collections of a range of items Sort and match items Use play to put 1:1 correspondence into practice Share e.g. pizza in role play Take part / anticipate what will happen next in number stories and songs Use number language Count none concrete events – e.g. hops, jumps Respond to number questions Notice changes Notice number labels	Engage in participated exploration Anticipate routines Interact with real life objects Touch count Count forwards Count backwards Notice colours Notice size Count /organized numbers and items Represent numbers Count irregular items Sequence familiar events	Record mathematical information Confidently count (beyond 20) Select items Order numbers in practical situations Complete simple addition and subtraction problems Begin to solve more complex problems - Begin to halve real items to share with friends Begin to add more / double Begin to remove – halve Describe groups of objects Use appropriate number language	Join in number rhymes and songs Group items Refine groups
KEY VOCABULARY	EYFS - Zero, one, two, three and beyond Pre-formal – Number Semi-formal - None Zero, one, two, three to twenty, and beyond Formal - Count (on/up/to/from/down) Before, after	EYFS - Zero, More, Less Pre-formal – None More Semi-formal – Numerals up to and beyond 20 Formal - few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even) long/short tall/short length height	EYFS – count / point / hold Pre formal Count feel see, touch smell Semi formal How many - Number - One, two, three, four, five, six, seven, eight, nine, ten – Formal First, then, next, after that, finally - First, second, third	EYFS – count on Pre-formal – number- One, two, three, four, five, Semi-formal – How many - Number - six, seven, eight, nine, ten Formal – ordinal numbers- First, second, third -then, next, after that, finally	EYFS - join in Pre formal Listen, Say, think, imagine, remember Start from Look at, point to Semi formal Number line Add, more, plus, make, sum, total, altogether Formal Double Half, halve Equals, is the same (including equals sign)

SUBJECT: IT

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
DISCIPLINARY KNOWLEDGE	EYFS - Expressive Arts and Design- use tablets or computers Know what a routine is at school Know how to record a sound on a recording device Know how to switch a device on and off (sound button, switch, walkie talkie, microphone) Know what is next on your routine Know what device can record a sound and what can record a video Know what a routine is at school Know how to record a sound on a recording device Know how to switch a device on and off (sound button, switch, walkie talkie, microphone) Know what is next on your routine	EYFS –Understanding the world (Developmental matters) : Shows an interest in and explore technological real objects such as toys and games Know how to use technological devices and toys Know how to use technology to develop communication skills Know how to track Know how to track in different directions Know how to activate devices – pull press, twist, use a knob, pulley, scroll, mouse Know how to follow simple instructions Know the names of technical devices Know how to use technology safely online Know how to respond to online requests Know how to communicate emotions effectively Know how to independently use technology safely	EYFS- Understanding the World Know how to access, understand and interact with a range of technology within the environment. To use technology to find, save and retrieve information Know how to follow simple instruction – l, r, f, b Know how to record a simple route Know how to capture images with technology Know how to share information using technology Know how to collect data / information Know how to safely use technology	EYFS – Understanding the World Know how to use technology to tell a story Know how to use technological drawing programmes Know how to use a keyboard process words effectively Know how to edit a piece of text Know how to save e.g. a word processed sentence or story Know how to store data/ information Know how to ask for help	EYFS – Understanding the World – Know how to use technology to record information when outdoors Know how to repeat commands Know how to experiment with texts & pictures to e.g. make a simple slideshow. Know how to use the mouse / arrow keys during a presentation Know how to retrieve data / information Notice when something is wrong

	Know what device can record a sound and what can record a video Know how to safely use devices Know personal information and how to keep it safe Know how to communicate a worry Know how to communicate yes Know how to communicate no Know how to communicate positive and negative emotions Know trusted adults				
Procedural Skills	EYFS – A range of technology to be explored continuously and for students to access both independently and with adult support iPad, computers, topic or theme of the week, sound buttons, switches and Explore technological devices Recognise routines Use and create schedules Use devices to record simple information Press, turn, switch, hold etc Use a simple schedule Learn how to use devices Alert trusted adults when something goes wrong Respond to questions and requests	EYFS – A range of technological toys and games to be explored continuously and for students to access both independently and with adult support sound buttons, toys with buttons knobs and pulleys Explore technological devices and toys with range of buttons, knobs, pulleys etc Activate programmes Initiate the use of technology Operate technology with increasing independence Track with increasing independence Track in different directions Follow instructions Follow more complex instructions	EYFS - Understanding the World Know how to access, understand and interact with a range of technology within the environment. To use technology to find, save and retrieve information Use computers, screens, keyboards and other communicative devices effectively. Search, save, retrieve. Follow directions, create directions. Collect data and information over time – store chronologically. Work with adults to learn how to access information safely.	EYFS – Understanding the World Know how to use technology to tell a story Know how to use technological drawing programmes Access stories and poems online Navigate stories and poems online Create own stories and pictures online Save favourite / own stories and poems online Create own text using keyboard or other technology Alert adults when help is needed	EYFS – Understanding the World – Know how to use technology to record information when outdoors Press, turn, zoom, repeat, enlarge, reduce, type, present, move mouse, create presentation, collect pictures / footage of rocks and soils. Effectively use cameras, iPad, devices to take photographs, record movement, zoom in, zoom out. Collect information / photographs / data, compare, Present, record Notice when something has gone wrong

	Share thoughts and feelings using appropriate communication method	Communicate positive interactions with technology Communicate negative interactions with technology			Ask for help when something goes wrong
VOCABULARY	EYFS – computer Pre-formal – sound look, listen Semi-formal –next, instruction Formal – routine, order, sequence	EYFS – technical toys / games Pre-formal – knobs buttons Semi-formal – pulleys mouse Formal – Operate	EYFS – interest, reach, repeat, point, use hand Pre-formal – accept, objects, connections, repeat Semi-formal – technical, hardware, use, operate Formal – electronic, operate, device, keyboard, mouse	EYFS – Online story Pre-formal - device Semi -formal - mouse Formal – text	EYFS – demonstrate, objects, comment, exploration Pre-formal – pointing, explore, solve, problems Semi-formal – sort, categories Formal – contribute, collect, compare

SUBJECT: Science

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Disciplinary Knowledge	EYFS – Physical development- Play throughout the day in different spaces; indoors and outdoors, in	EYFS – Understanding the world – Play with and investigate mechanical toys including wheeled toys, wind up toys, pulleys, cogs, wheels; Communication and Language – enjoy toys that make sounds, play with groups of toys	EYFS Understanding the world Explore materials with different properties. Explore	EYFS Understanding the world Repeat actions that have an effect.	EYFS Understanding the world Notices detailed features of objects in their environment

different weather conditions.	including soft toys, Physical Development – show preferences, explore forces. To know what happens when you push or pull something.	natural materials, indoors and outside.	Communication and language Understand simple questions	Communication and language Developing understanding of simple concepts (e.g. big/little).
Know what the different food types		Know how to organise things into groups	Know how to group animals and plants	Know simple properties of everyday materials including water
Know what types of food are good for our health	Pre-formal - Know that events happen around them. Know that toys and games can be activated to move. Know that toys and games can make sounds.	Know how to group in different ways Know how to notice similarities Know how to identify specific criteria	Know reasons for grouping and categorising plants and animals Know what plants and animals need to stay alive	Know how to compare materials Know that objects / materials can change Know natural materials
Know where our food comes from	Know that toys and games are often played with other people.		Know how to order events	
Know how to get ready to cook	Know how to respond to others. Know how to communicate preferences.			
Know what tools are needed to prepare food	Know how to track movement of objects including toys. Know how to focus on people / toys / games of interest during interactions.			
Know the seasons affect the light in the morning and evening	Semi-formal – Know how to cause movement by a pushing or pulling action. Know that these are forces. Know that the level of force can vary			
Know that some plants are affected by seasonal change.	Formal – Know that pushing and pulling, lifting and pressing etc are forces that can be used when playing with toys, playing games and with domestic equipment.			
Know what the words deciduous	Know that there are different levels of force.			

	and evergreen mean. Know how to explore with hands natural objects / phenomena				
Procedural Skills	Explore fruit and vegetables –Reach out for objects as co-ordination develops. Squeeze, cut, mix, juice named fruit and vegetables. Pass things from one hand to the other. Let go of things and hands them to another person or drops them. Communicate views and descriptions using vocalisations, facial expressions, writing, signs, technology– include colour, texture, taste, smell.	Play with a range of toys/ games - pull, push, twist, flap, wind, activate mechanical toys, games including those with wheels and those that make sounds. Push, pull etc with varying levels of force. Observe outcome- Show preferences. Notice changes in speed, track that may be made, communicate observations. Notice movement of toys, people, games. Initiate movement / chang in how objects including toys move. Respond to movement of others / toys moved by others. Track movement of objects including toys, and movement of people. Push different items with different levels of force. Incorporate in games. Predict, measure, record findings. Identify when different forces may be required – e.g. stroking a pet, closing a heavy gate, pulling up a zip, pushing a buggy, riding a bike.	Explore /grasp organise safe simple materials used in buildings Group items by size, shape, colour, name etc Describe similarities and differences	Explore plants Explore parts of plants Explore small world animals Interact with real animals Learn about lifecycles of e.g. butterfly Select what is needed for plants / animals to stay alive	Take part in safe water play Explore natural materials including shells, rocks, soil, sponges (<i>sponge-like materials exist in the sea in the form of natural sea sponges, which are living, simple animals</i>) Communicate what they understand about materials – e.g. show sponges are soft because they can squash them Compare e.g. a rock that is hard because it can be tapped and make a sound Change materials e.g. notice the change when water is added to sand Name animals they see in different places including at the seaside Search for small world animals under shells, behind rocks, in sand etc

	Include sweet, sour, sharp etc vocabulary Use the term healthy food. List / photograph plates/ bowls / cups of food and drink eaten at different times during the day – set as homework for evening / supper Prepare food to cook – toast, grill, air fry, bake etc List required tools for food prep				
Vocabulary	EYFS- Natural plants, Food day night Pre-formal - Seasons, Food groups light dark Semi- formal- Seasonal foods Morning Afternoon	EYFS- Toys Games Play Pre-formal – push Semi-formal – pull Formal - force	EYFS – Group Pre-formal – Same Semi-formal – building Formal – different	EYFS – Grow Pre-formal –soft /hard objects Semi-formal – grow Formal – firm	EYFS – Change Pre-formal – Waterplay Semi-formal – Natural Formal – compare

	Formal- Prepared food Morning Afternoon Evening				
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Communication and Interaction

LITERACY

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
KNOWLEDGE	Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.	Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.	Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn.	Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write	Communication, Tracking, Phonics, Reading, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. and See and Learn. Students follow personalised sequenced plans / schemes that match their learning style and needs. E.g.

Students follow personalised sequenced plans / schemes that match their learning style and needs. E.g. EYFS – Literacy / Communication and Language Reading Birth to 11 months Enjoys looking at books and other printed material with familiar people. Pre formal To encounter shared activities and experiences. Semi Formal Speaking – to gain adults attention Formal Writing – to trace or overwrite straight lines.	Students follow personalised sequenced plans / schemes that match their learning style and needs. E.g. EYFS - Literacy / Communication and Language Reading 8-20 Months Handles books and printed material with interest. . ELG: Speaking – To express their feelings to an adult. Pre-formal - To encounter and passively accept tactile and multi-sensory activities related to the theme of the text e.g. sound, visual stimuli, taste, touch, smell. Semi Formal - Listening – to show consistent understanding of familiar names. Formal Reading – to match objects to photographs.	Students follow personalised sequenced plans / schemes that match their learning style and needs. E.g. EYFS - Literacy / Communication and Language Reading 16-26 Months Interested in books and rhymes and may have favourites. Ascribes meanings to marks that they see in different places. Pre formal To have periods of alertness and appear ready to focus attention on certain people. Semi Formal Reading – to identify an object in a picture. Formal	Inc. and See and Learn. Students follow personalised sequenced plans / schemes that match their learning style and needs. E.g. EYFS - Literacy / Communication and Language Reading 26-36 Months • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Pre-formal To begin to demonstrate consistent responses to co-active exploration of a range of familiar multi-sensory media Semi Formal Writing – to hold different shapes and sizes of writing tools.	EYFS - Literacy / Communication and Language Reading 30-50 months: • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. •ELG: Writing - To write simple phrases that can be read by others. Pre-formal - To begin to track familiar objects and people in social spaces. Semi Formal - Speaking – to repeat, copy and imitate 5 single words, signs or phrases or use a repertoire of objects of reference or symbols. Formal - Listening – to join in with familiar rhymes and stories.
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			Listening – to indicate by pointing names of familiar objects.	Formal - Speaking – to form a simple sentence to communicate choices. name.	
Procedural Knowledge / Skills (verbs)	E.g. EYFS - Attention and Understanding – To gain adults attention. Pre formal - To use senses to encounter and passively accept tactile and multi-sensory activities related to the theme of the text Semi Formal - Speaking – to touch, vocalise to gain adults attention Formal Writing – to use writing tool to trace or overwrite straight lines.	E.g. EYFS - Comprehension – To identify new vocabulary in stories. Pre formal - To use their senses to accept tactile and multi-sensory activities. Semi Formal - Speaking – to answer routine questions. Formal - Speaking – to answer a question. Reading – to match objects to photographs.	E.g. EYFS - To read common exception words. Pre formal - To look, turn to, smile, vocalise to show an awareness of the storyteller. Semi Formal Reading – to point to object in a picture. Formal Listening – to point to named object.	E.g. EYFS - Attention YFS ELG: Listening, Attention and Understanding – To hold a conversation with their peer. Pre formal - To focus attention on certain events. To look, smile, frown, vocalise, reach, pull away to respond to familiar multi-sensory media. Semi Formal Writing – to make appropriate hand shapes, trial different grips to hold writing tools. Formal - Speaking – to communicate choices using a sentence.	E.g. EYFS - Word Reading – To read an appropriate book aloud. Semi Formal - Speaking – to use an appropriate method to repeat, copy or imitate 5 single words. Formal - Listening – to use an appropriate method to join in with a familiar rhyme or story.

KEY VOCABULARY	EYFS – routine Pre-formal – object cue Semi-formal – timetable Formal – days of the week	EYFS – rule Pre-formal – fun Semi-formal – play with Formal – pleasure	EYFS – structure Pre-formal – build Semi-formal – construction Formal – man made	EYFS – folktales Pre-formal – repeat Semi-formal – well known Formal – popular	EYFS – sea front Pre-formal – sea, sand Semi-formal – items you may find on the beach such as rocks, shell. Formal – coast, shore

SUBJECT: History / Geography

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Disciplinary Knowledge	EYFS - PSED – See themselves as valuable individuals Know how to take part in a range of daily routines. Use cueing in and objects of reference. Know what routines we take part in throughout the day e.g. night and day.	EYFS - Understanding the World – Explore how things work. Know how to explore a range of toys. Know how to use fine motor skills to activate/ explore a range of toys (from old to new toys). Know how to access construction toys e.g.	EYFS - Know how to explore a range of building materials e.g. bricks. Know and engage with building activities. Know we can build with a range of shapes. Know and recognise key human features e.g. city, town, village,	EYFS Know that some traditional tales are based in different regions or countries. Know that folk tales are important to specific regions- e.g. Story of Loch Ness is a Scottish folk tale. Chinese River Goddesses Know that different continents contain different countries	EYFS – Understanding THE World - Use all their senses in hands-on exploration of natural materials Know what Stone Henge is Know how stone feels Know what the ice age is Know the key physical features of a beach. Know why the cliffs in Kent are white. Know why the White Cliffs in Dover are evocative. Know that rocks are millions of years old

	Know what routines we follow at school (present day). Know what routines children used to follow in the past e.g. Victorian times. Know how to explore a range of environments. Know and recognise different environments. Know about seasons and what happens during different seasons.	Lego, mega blocks, stickle bricks. Know how to engage with peers whilst playing games e.g. snakes and ladders, pass the parcel. Know how to access different environments for games e.g. outdoors for a game of hide and seek, hopscotch, hula hooping etc. Know which games and toys are better in different environments e.g. outside for a game of football.	factory, farm, house, office, and shop. Know and recognise the differences between buildings (look at shape and design of different buildings). Know that buildings have changed over time. Know how buildings have changed over time.	which have traditional tales. Know the name of physical features of outdoor water – lakes and rivers Know that historically stories have been passed down through generations through spoken word. Know how to recall a traditional tale.					
Procedural Skills	Take part in range of daily routines.	Access toys using fine motor skills.	Use fine motor skills to access range of build activities.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and another area	Learn that many years ago, everything was very very cold (ice age)				
	Participate in routines that you would do during the day and at night.	Access construction toys with independence.	Build with different shapes.						
	Recognise and name the different routines we do during day and night.	Engage with peers whilst playing a range of games.	Recognise key human features e.g. city, town.						
	Recognise routines in the past.	Participate in exploring a range of environments.	Recognise difference between buildings.	<table><tr><td>UK- Scottish Lake</td><td>Asia - Chinese river</td></tr><tr><td>Long and narrow,</td><td>Yangtze is the</td></tr></table>	UK- Scottish Lake	Asia - Chinese river	Long and narrow,	Yangtze is the	Explore / identify range of geographical features of very cold / normal temperature stones, sand, chalk Compare and notice difference when comparing with something that is warm Explore all aspects of chalk – learn that white cliffs in Kent are made from chalk
	UK- Scottish Lake	Asia - Chinese river							
Long and narrow,	Yangtze is the								
					<i>Use appropriate terminology – eg. cliffs, the coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. including</i>				

	Recognise the different seasons.	Recognise which games are better in different environments.	Recognise how buildings have changed over time.	shaped like the letter U Deep Peaty () Lead to a sea Can travel on a water vehicle longest river Shaped like a basin / bowl Travels through mountains and wetlands Can travel on a water vehicle Linked with lots of other rivers Floods Helps lots of animals and people for drinking, growing food, fishing and travelling	Locate Stonehenge – represent on a very simple map 2D / 3D Focus on features of a beach Include / explore water / sound sudden rush of waves and water safety
				Long and narrow, shaped like the letter U Deep Peaty () Lead to a sea Can travel on a water vehicle	
				Listen to simple tales about Loch Ness / Chinese river goddess (Chinese River Goddesses) In Chinese mythology, there are minor river	

				goddesses, such as Fufei, the goddess of the Lo River, who are associated with fertility and the blessings of water) Tales from history – Water babies, King Alfred Use all their senses in hands-on exploration of natural materials linked to rivers / historical tales Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	
Vocabulary	EYFS – Past Pre-formal – Present Semi-formal – Seasons Formal – Year	EYFS – Toys Pre-formal – Games Semi-formal – Construction Formal – Outside environment	EYFS – Building Pre-formal – Construction Semi-formal – Human features Formal – Difference	EYFS – Rivers /lochs /folk tale Pre-formal – water / stories Continents/ Spoken word Semi-formal – Countries / traditional stories Formal – Physical feature/ personal history / heritage	EYFS – Sand Pre-formal – Rocks Semi-formal – Shells Formal – Chalk

Social, Emotional and Mental Health

SUBJECT: RE

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
DISCIPLINARY KNOWLEDGE	<i>Christianity & Hinduism</i> <i>Know and experience different routines/ rules. Know and experience the similarities and differences linking to different religions</i>	<i>Christianity & Sikhism</i> Know and understand their own feelings and those of others, stimulated by religious materials and ideas.	<i>Christianity & Judaism</i> <i>BELONGING</i> <i>Know that we belong to different groups e.g. family, friends and school.</i>	<i>Christianity & Islam</i> <i>Know how to explore our immediate environment. Know how to explore our wider environment. Know how to show respect to our</i>	<i>PSED - Know how to begin to manage emotions</i> <i>Christianity & Buddhism</i> Know how to explore the Christian holidays. Know how to explore the Buddhist holidays. Know the symbols that represent the holidays. Know what the holidays celebrate. Know how the holidays are celebrated. Know why the holidays are important to the focus religions. <i>Christianity &</i>

	<i>and their day/routines.</i> <i>Know that the focus religious follow certain routines.</i> <i>Know that the focus religion follows certain rules.</i> Know and experience different routines/ rules. Know and experience the similarities and differences between different religions and their day/routines. Know how to communicate thoughts and feelings about objects explored Know that the focus religious follow certain routines. Know that the focus religion follows certain rules.	Know how to give focused attention to religious materials such as story, song and community living. Know how to talk about simple values, right and wrong and good or bad behaviour. Know how to co-operate and take turns, showing sensitivity to their own and others' needs and feelings. Know and understand their own feelings and those of others, stimulated by religious materials and ideas. Know how to give focused attention to religious materials such as story, song and community living. Know how to talk about simple values, right and wrong and good or bad behaviour. Know how to co-operate and take turns, showing	<i>Know that people do different roles in our lives.</i> <i>Know that we respond to different people in different ways.</i> <i>Know how to relate religious stories to our own lives.</i> <i>Know about the lives of people around us.</i> <i>Know and understand characters and events from stories.</i> <i>Know that we belong to different groups e.g. family, friends and school.</i> <i>Know that people fulfil different roles in our lives.</i> <i>Know that we respond to different people in different ways.</i> <i>Know how to relate religious stories to our own lives.</i> <i>Know about the lives of people around us.</i> <i>Know and understand characters and</i>	<i>immediate and wider environment.</i> <i>Know how to describe a range of environments e.g. places of worship.</i> <i>Know and recognise some of the similarities and differences between different environments, linking to focus religions.</i>	Buddhism Know how to explore the Chrisitan holidays. Know how to explore the Buddhist holidays. Know the symbols that represent the holidays. Know what the holidays celebrate. Know how the holidays are celebrated. Know why the holidays are important to the focus religions.
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		sensitivity to their own and others' needs and feelings.	<i>events from stories.</i>		
Procedural Skills	Utilise senses and explore range of routines/ rules. Ability to express preferences when taking part in different routines/ rules. Recognise different rules/ routines within focus religions. Utilise senses and explore range of objects/ routines. Utilise senses and explore range of rules. Ability to express preferences when taking part in different routines. Ability to express preferences when taking part in different rules. Recognise different rules/ routines within focus religions.	Recognise own feelings relating to religious materials and ideas. Maintain attention on range of tasks linking to RE. Communicate simple views/ values. Turn taking and sharing skills. Communicate Recognise own feelings relating to religious materials and ideas. Maintain attention on range of tasks linking to RE. Communicate simple views/ values. Turn taking and sharing skills.	<i>Recognise which groups we belong to. Sort people by their role in life e.g. family, friends. Practise social skills, interacting with range of people. Recognise religious stories. Recognise religious characters and events from stories.</i> Recognise which groups we belong to. Sort / recognise people by their role in life e.g. family, friends. Practise social skills, interacting with range of people. Recognise features of religious stories. Recognise religious characters and	<i>Recognise our immediate environment. Recognise our wider environment. Demonstrate understanding of showing respect/ respecting different environments. Describe different environments, recognising similarities and differences.</i>	<i>Engage in a range of activities exploring the religious holidays for the focus religions. Express preferences for different holidays explored. Recognise the holidays and link them to the correct religion. Describe how the holidays are celebrated. Communicate why the holidays are celebrated/ why they are important.</i> <i>Engage in a range of activities exploring the religious holidays for the focus religions. Express preferences for different holidays explored. Recognise the holidays and link them to the correct religion. Describe how the holidays are celebrated. Communicate why the holidays are celebrated/ why they are important.</i>

			events from stories.		
VOCABULARY	EYFS – Rules Pre-formal – Routines Semi-formal – Worship Formal – Faith	EYFS – Ideas Pre-formal – Sensitivity Semi-formal – Behaviour Formal – Co operation	Pre-formal – Roles Semi-formal – Difference Formal – Relationship Characters	EYFS – Immediate environment Pre-formal – Wider environment Semi-formal – Similarities Formal – Differences	Pre-formal – Religious holiday Semi-formal – Celebration Formal – Holy Day Ritual

SUBJECT: PSHE

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Knowledge	EYFS - PSED - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions	EYFS - PSED - Develop friendships with other children. Model useful phrases like "Can I have a turn?" or "My turn next." Safely explore emotions beyond their normal range through play and stories Know how to express preferences during a range of activities / play routines.	EYFS – PSED – Show more confidence in new social situations. Know and talk about the different factors that support their overall health and wellbeing (in different spaces in buildings) : • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having	EYFS – PSED – Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Know that we belong to different groups e.g. family, friends and school.	EYFS – PSED – begin to learn how to travel safely. Follow rules. Understanding of the world - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Know how to access different environments safely within school. Know how to respond to stimuli about the things we are allowed to do at school.

	Know how to explore a range of foods. Know preferred foods and those that are disliked Know what foods are healthy and unhealthy. Know which foods should be eaten occasionally. Know and explain why we might need to eat foods we might not like very much. Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).	Know and explore what my likes and dislikes are (link to topic toys and games). Know how to express my likes and dislikes. Know what I can do independently (things I am good at) Know what I need support with/ help with.	a good sleep routine • being a safe pedestrian Know how to express/ communicate my emotions. Know how to react when feeling a certain emotion. Know that rest and spending time doing things we enjoy can help make us feel happy. Know that doing activities we do not like can make us feel sad. Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Know that people do different roles in our lives. Know that we respond to different people in different ways. Know how to relate religious stories to our own lives. Know about the lives of people around us. Know and understand characters and events from stories.	Know how to access different environments safely outside school e.g. water safety, sun safety. Know that we follow rules in school that help us to stay safe and how they do this. Know that we follow rules and laws that help keep us safe. Know how rules help us, rules in the classroom and rules at home.
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Procedural skills	Engage in opportunities to take turns when sharing, preparing food. Explore a range of foods, showing preferences. Sort foods into healthy and unhealthy. Recognise which foods are good and bad for me. Recognise which foods should not be eaten all the time. Explore a range of foods, showing preferences and dislikes. Sort foods into healthy and unhealthy. Recognise / select which foods are good / bad for a healthy diet. Recognise which foods should not be eaten all the time.	Express likes and dislikes. Use fine motor/ gross motor skills to complete range of activities. Recognise and practice asking for help e.g. signing, symbols, vocalisations.	Practice skills used for different purposes in different spaces in buildings e.g. kitchen, bathroom, living room, bedroom, include outdoors. Communicate wants and needs clearly to range of listeners. Express emotions to a range of people. Recognise what activities make us feel happy. Recognise which activities make us feel less happy. Communicate asking for help clearly to range of people.	Engage in opportunities to express how they feel about stories and tales. Recognise which groups we belong to. Sort people by their role in life e.g. family, friends. Practise social skills, interacting with range of people. Recognise religious stories. Recognise religious characters and events from stories.	Learn and practice how to stay safe when out and about – follow rules about sun safety, holding hands, using pavements, following symbols indicating where to walk, staying safe when cycling, scooting – stopping suddenly, being aware of others around them. Ask questions, listen to, view photos, objects from places students have visited including the beach and other holidays. Take part in a range of walks around different environments. Recognise which activities we are allowed to do. Access stimuli about the things we are allowed to do at school. Recognise rules and understand why we follow them. Understand safety and why it is important.
Vocabulary	EYFS – Healthy Pre-formal – Unhealthy Semi-formal – Balanced diet Formal – Moderation	EYFS – Enjoy Pre-formal – Adore Semi-formal – Loathe Formal – Detest	EYFS – Rooms Pre-formal – Likes Dislikes Semi-formal – Skills Formal – Support	EYFS – friends stories Pre-formal – Roles Semi-formal – Difference Formal – Relationship Characters	EYFS – Staying safe Environment Pre-formal – Safety Semi-formal – Rules Formal – Laws

Physical, Sensory and Medical

SUBJECT: Art

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Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
DISCIPLINARY KNOWLEDGE	EYFS - Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	EYFS – Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	EYFS - Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	EYFS - Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	EYFS Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
	Make marks using a variety of different media.				
	Know how to use different tools to make marks.	Robert Bradford.	Escher. ‘Relativity’	Richard Collingridge	Sarah Burns.
	Know how to use imagination.	Know that toys and games are usually bright colours.	Know that buildings have been designed.	Know that pictures in story books feed the imagination.	Know what a seascape is
	Know how to choose	Know which toys you are drawn to.	Know that buildings have different uses/ functions.	Know that pantomimes and theatrical productions use	Know to refine and use drawing.
	Know how to use art to map ones day.	Know that toys and games arrive in packaging			Know how to use painting.
	Know how to use texture to symbolise different things in art.	Know how to open / unbox toys and games safely			Know to use malleable media for sculpture.
				Know to choose resources/ tools to create and design own products.	
				Know what a seascape is	

	Know marks convey meaning.  Andrew S. Gibson Know how to make marks using finger tips / hands and other parts of the body Know how to make marks using a variety of different media. Know how to use different tools to make marks. Know how to use imagination. Know how to choose Know how to use art to map ones day. Know how to describe art Know how to use texture to symbolise different things in art.	Know that artists are used to design packaging Know how to use colour to paint with excitement. Know that toys and games are usually bright colours. Know which toys you are drawn to by which packaging. Know that artists are used to design packaging Know how to use colour to paint with excitement.	Know that buildings are built. Know that buildings can be different sizes Know that buildings can be made from different materials. Know that some buildings are simple (e.g. igloos use minimal materials) Know that some buildings are complex- (lots of materials used) Know that you can use hands to build (Experience building blocks, Lego, sand and water, other malleable materials, magic sand, straws, etc.) Know you can form mounds by pulling media together. Know how to extend building by adding tools (bucket and spade for sandcastles).	costumes and set design. Know how to design within the fantasy genre. Know how to use texture to make stage props. Know about traditional colours used to portray goodies and baddies. Know how to join materials to make something. Know how to look at source material and make preferences.	Know to refine and use drawing. Know how to use painting. Know to use malleable media for sculpture. Know to choose resources/ tools to create and design own products.
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	Know marks convey meaning. Know how to press / touch / tap to use a simple camera Know how to explore the work of Andrew S. Gibson				
Procedural skills	EYFS – use named body parts, named tools to make marks with increasing independence Pre-formal – Know how to make marks with a variety of body parts, using a variety of textures, using media which might contain sensory olfactory stimuli. Know the marks I use have some meaning. Semi-formal- Know how to make marks with a variety of body parts, Know how to make marks with simple tools, using a variety of textures, using media which might contain sensory olfactory stimuli. Know the marks I use have some	EYFS- Express ideas. Pre-formal - Observe and notice bright and vibrant packaging and logos. Semi- Formal Observe and notice bright and vibrant packaging and logos. Identifying colours and shapes used. Formal Observe and notice bright and vibrant packaging and logos. Identifying colours and shapes used. <i>Show a preference between packaging and art. Use textures to create own soft packaging</i> Use artistic materials to play and explore and on different surfaces Choose best surface for each source used	EYFS – Experience different building materials, experience forming structures in a simplistic way- e.g. drawing wet sand together to make mounds. Experience simple imaginative games. Making simple designs to build own dream buildings. Realise their designs. Pre-formal - Explore different building materials, explore forming structures in a simplistic way- e.g. drawing wet sand together to make mounds. Explore simple imaginative games. Make simple designs to build own dream buildings. Realise their designs Semi-formal – Build using different building materials, Form structures in a simplistic way- e.g. drawing wet sand together to make mounds. Experience simple imaginative games. Making simple designs to build own dream buildings. Realise their designs. Say what they like about their finished work	EYFS – Experience feeling textures and materials associated with traditional tales and pantomime. Experience looking at source material and choosing which colours to use. Research characters and use art media to create textured effects. Pre-formal – Experience feeling textures and materials associated with traditional tales and pantomime. Experience looking at source material and choosing which colours to use. Research characters and use art media to create textured effects. Communicate likes and dislikes	EYFS – Experience feeling textures and materials associated with Holidays Rocks and Soil Experience looking at source material and choosing which colours to use. Research natural materials and use art media to create textured effects. Pre-formal – Experience feeling textures and materials associated with Holidays Rocks and Soil. Experience looking at source material and choosing which colours to use. Research natural and materials and use art media to create textured effects. Communicate likes and dislikes Semi-formal – Feel textures and materials associated with Holidays Rocks and Soil. Feeling looking at source material and choosing which colours to use. Research natural materials and use art media to create textured effects. Communicate likes and dislikes and work on own or collaboratively with peers.

meaning. Communicating communicate what the marks mean. Formal – Know how to make marks with a variety of body parts. Make marks with simple tools, using a variety of textures, using media which might contain sensory olfactory stimuli. Know the marks I use have some meaning. Communicate what the marks mean. Evaluate my work saying what I could have done in a different way. Use finger tips, hands, feet, arms etc to make marks / lines with safe paint Use simple tools to make marks / lines explore textures Investigate range of stimuli Make choices to create own work Communicate what art work means Use the terms line, continuous line and halted line Evaluate work	Describe designs and packaging Notice / name colours Notice / name logos Notice / name shapes Notice / name textures Express preferences Create packaging for a purpose – measure, cut, join	Formal – Build using different building materials, Form structures in a simplistic way- e.g. drawing wet sand together to make mounds. Experience simple imaginative games. Make simple designs to build own dream buildings. Realise their designs. Say what they like about their finished work, make critical remarks about work of others.	Semi-formal – Feel textures and materials associated with traditional tales and pantomime. Feel and look at source material and choose which colours to use. Research characters and use art media to create textured effects. Communicate likes and dislikes and work on own or collaboratively with peers. Formal – Feel textures and materials associated with traditional tales and pantomime. Feeling looking at source material and choosing which colours to use. Research characters and use art media to create textured effects. Communicate likes and dislikes and work on own or collaboratively with peers. Give feedback on the work of others.	Formal – Feel textures and materials associated with Holidays Rocks and Soil. Feel/ look at source material and choosing which colours to use. Research natural materials and use art media to create textured effects. Communicate likes and dislikes and work on own or collaboratively with peers. Give feedback on the work of others.
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	Suggest improvements using artistic vocabulary Explore photographs of Andrew S. Gibson Use simple camera to photograph own creations and interests				
VOCABULARY	EYFS – Mark Paint Fingers hands palms Pre-formal – Fingers hands feet line Semi-formal – tools continuous line Formal – texture halted line	EYFS –Packaging Pre-formal – Bright packaging Semi-formal – Eye Catching designs Formal –Fascinating designs Alluring	EYFS – building blocks Pre-formal – malleable / squashable materials Semi-formal – strong structures Formal – stronger structures	EYFS - Pretend Pre-formal - Fantasy Semi- Formal - textured Formal - Associated Colours.	EYFS - wet media Pre-formal - squeeze Semi-Formal - mould Formal - shape (sculpt)

SUBJECT: DT

Year 3	Autumn A	Autumn B	Spring A	Spring B	Spring B
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Disciplinary Knowledge	EYFS – Communication and Language – Use words that refer to time including now and later. Know that people need to eat at different times of the day. Know that different foods give different energies. Know that food has different tastes/smells. Know that we can plan food by looking at recipes. Know what a sun dial is.	EYFS – Communication and Language – Enjoy singing, music and toys that make sounds; play with toys, wheeled toys, wind up toys, tea sets, picnic sets, show preferences Model observational and investigational skills. Ask out loud: “I wonder if...?” Development Matters. Know that toys have moving parts. Know that toys are brightly coloured to excite children. Know that games require players.	EYFS - Understanding the World – Recognise and comment on buildings that they notice. Expressive Arts and Design – make imaginative and complex ‘small worlds’ with blocks, construction kits. Know that we all live in buildings Know that we work/learn in Buildings. Know that buildings contain different rooms. Know that buildings are planned and designed.	EYFS – Understanding the World - Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. tell oral stories that help children begin to develop an understanding of the past and present Know that some traditional tales contain recipes which can be made today. Know that gingerbread smells as it does.	EYFS – Understanding the World – Help to create books and displays about children’s families around the world, or holidays they have been on. Encourage children to talk about each other’s families and ask questions – include conversations about food. Know that food is grown Know that material changes through time Know what weathering is Know what food can be easily transportable. Know what materials can be used to transport food for picnics for example. Know that hydration is important.

	Know what a shadow is. Know how to make a simple design. Know that people need to eat at different times of the day. Know that certain foods are consumed at different times of the day Know that different foods give different energies. Know that food has different tastes/ smells. Know that we can plan food by looking at recipes. Know that the sun helps food grow Know that the sun helps us tell times of the day Know what a sun dial is. Know what a shadow is.	Know how to make simple designs, Know how to test your designs Know that toys have moving parts. Know that toys are brightly coloured to excite children. Know that games require players. Know how to make simple designs, Know how to test designs	Know how to label/ name areas within a house. Know different rooms have different purposes. Know that in school some rooms have similar fixtures as our homes. Know how to keep safe working in high risk areas- kitchen/ bathrooms.	Know that in traditional tales Royalty would often have feasts. Know some tales contain references to apples Know some traditional tales contain references to sweeties Know how to mix food stuffs to make simple treats. Know and be aware of healthy and unhealthy snacks. Know to keep safe in the kitchen Know what to do in an emergency in the kitchen.	
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	Know how to make a simple design.				
Procedural Skills	Explore – smell, taste food eaten at different times of the day Observe taste, texture, Create simple recipes Work out best container for food (before / after food has been prepared) Solve simple problems -e.g. sandwich in a cup, or on a plate Use fine motor skills to create designs for projects – e.g. food packaging Explore materials that could be used for projects – paper, card, plastic, clay Check and identify shape, size, durability etc. of materials Make choices about materials, properties and purpose Choose best material for purpose	Use fine motor skills to explore moving toys, wheeled toys, wind up toys, remote controlled toys, tea sets, picnic sets – communicate preferences Name toys Describe / indicate which parts move Play with others Describe colours Express preferences Design, cut, shape, fit, join materials to make simple designs Check that designs work Evaluates designs Review designs Adapt designs Check improved designs Work with others Play with others	Name rooms that are used Explore small world play opportunities Create own stories Create with blocks / construction toys Name the buildings they create Plan building - Communicate what it is for Name rooms in buildings – create rooms for different purposes through play – e.g. dentist, office, kitchen Label items / areas ensure taps are in imaginative spaces for e.g. dentist, bathroom, kitchen Explore wet sand and other safe building materials- texture – consistency – create imaginary building Create own buildings Hold, squash, join, measure, draw, paint, sculpt Show joy at result of own creations Describe finished work Evaluate and improve their work	Listen to stories (old and new) with toys, artefacts etc. Use / activate toys, moving, mechanical, electronic toys as part of stories. Create own stories using range of toys. Include stories with recipes. Read / point to pictures / taste ready made recipes - Recreate recipes – read, write, follow instructions. Include stewed apples, ginger biscuits, range of teas. Explore smells, tastes and textures of foods. Describe. Recreate a royal tea party or a feast with known royal figures- create own invite. Pour, mix, stir, measure Recognise healthy / unhealthy options – e.g. stewed apples with cinnamon, sugar or currants. Compare. Follow kitchen safety rules and instructions for emergencies.	Explore booklets, leaflets about holidays in England, and abroad (according to childrens interests / family history / heritage – list / experience weather in different countries – beaches in different countries – what do they expect to find? Sand, pebbles, wind, sun, snow, rain -how do they prepare for weathers? Design own sun hat / parasol / umbrella/ scarf/ List / taste foods students eat on holiday / take on holiday / buy on the way to a holiday. Which foods may they grow to prepare for a sandwich? How is it packaged / carried – lunchbox / tinned Consider e.g. why ice-cream cannot be carried – what will happen? Consider packaging for foods – types of material, waterproof, bottles, sandwiches, plastic or paper bags? Which is better? Create own picnic – make own food and packaging.

	Create own designs Express preferences Evaluate with others		Appreciate and comment on the work of others	Explore materials used in stage building and pantomime costumes (e.g. mask making / curtain making) Explore art media and effects Explore mixed colours to create desired shade Combine textures of materials to create desired effects Communicate preferences Build social skills while working with others Comment / make suggestions on how work can be improved	
Vocabulary	EYFS- Feeling Pre-formal - texture Semi formal - design Formal- evaluate	EYFS- Moving toys Pre-formal - bright colourful toys Semi- formal- exciting game design Formal- imaginative game design	EYFS – Rooms Pre-formal – Buildings Semi-formal – Safety in the home Formal – Purposeful rooms and spaces	EYFS – gingerbread Pre-formal – apples Semi-formal – healthy/ unhealthy Formal – Feast	EYFS – Grown Pre-formal – planted Semi-formal – packaging Formal – Weathering

SUBJECT: Music

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
NC	experiment with, create, select and combine sounds	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	listen with concentration and understanding to a range of high-quality live and recorded music	play tuned and untuned instruments musically
DISCIPLINARY KNOWLEDGE	EYFS – Expressive Arts and Design - Make rhythmical and repetitive sounds Chanson de Matin- Elgar Chanson de nuit- Elgar https://youtu.be/E6XGpHyZ0NA?si=eaTD0aGZPXgK1jAl Know that some music has been inspired by different parts of the day. Know that people listen to music for different reasons- e.g. To relax, to exercise, to entertain.	EYFS – Expressive Arts and Design - Explore their voices and enjoy making sounds. Explore and engage in music making and dance, performing solo or in groups https://youtu.be/vmDDOFXSgAs?si=SZSyJshyHmHZ0wGT Take 5 by Dave Brubek Know that music can be used to enhance games. Know and recognise some songs which are used in games- Counting games- Once I caught a fish alive etc.	EYFS – Expressive Arts and Design – Anticipate phrases and actions in rhymes and songs, like ‘Peepo’ Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. https://youtu.be/fsCcijENWWo?si=XKUS1HmBj1HzPrfA Concrete and Clay by Unit 4 + 2 Know that music can make you feel different emotions Know that music can make you move in different ways. Know how to listen to a range of world music	EYFS – Expressive Arts and Design – Respond to what they have heard, expressing their thoughts and feelings https://youtu.be/YOV7yWEv54o?si=dHybl0CdZ9HrGuUv Cinderella by Prokofiev Know how to listen with purpose. Know to feel vibration made by music. Know to listen to compositions of others. Know what pitch is	EYFS – <i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development</i> - Play instruments with increasing control to express their feelings and ideas. Know how to use simple recording devices to record sounds found around school with support Summer- Holidays and seaside- (Rocks and Soils). EYFS – <i>Expressive Arts and Design, Mathematics, Communication and Language, Physical Development</i> - Play instruments with increasing control to express their feelings and

Know that music is made up of different sounds. Know these different sounds are made by different types of instruments. Know that music is made up of different sounds. Know how to make/produce different sounds. Know that some music has been inspired by different parts of the day. Know that people listen to music for different reasons- e.g. To relax, to exercise, to entertain. Know these different sounds are made by different types of instruments. Know how to make/produce different sounds.	<i>Know how to use your voice to make sounds of enjoyment.</i> <i>Know and recognise vocal sounds used to express emotion.</i> Know that music can be used to enhance games and activities – e.g. This is the way we wash our hands.... Know and recognise some songs which are used in games- Counting games- Once I caught a fish alive etc. Know how to use your voice to make sounds of enjoyment. Know and recognise vocal sounds used to express emotion.	<i>Know how to respond to world instruments.</i> <i>Know the basic foundations (structure) of a song.</i>	<i>Know how to react to different pitches.</i> <i>Know what dynamics are.</i> <i>Know to react to different dynamics</i> <i>Know what tempo means</i> <i>Know how to react to different tempos.</i>	ideas. <i>Know how to use simple recording devices to record sounds found around school with support</i> <i>Know how to begin take part in listening walks to identify and locate sounds found in different locations around school</i> Know that it is important to have an understanding what ‘world Music’ means. https://youtu.be/Cw3MFoe_pks8?si=S_1W_JLBnYQrNPXj Loma Loma Fijian Traditional Know that different parts of the world have different musical instruments. Know that a modern western orchestra has different families. Know that all music is made up of sound. Know that sound makes vibrations. Know that vibrations alter in accordance to pitch and dynamics. Know how to experiment using instruments, objects, body percussion to recreate sounds heard around school Know that different sources of water can make different sounds e.g.
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					jumping into water splash, ocean wave sounds, tap running/trickling, water dripping, raindrops Know how to use untuned percussion instruments to create sounds with increasing accuracy
Procedural Skills	Listen and respond to Chanson de Matin- Elgar Chanson de nuit- Elgar https://youtu.be/E6XGpHyZ0NA?si=eaTD0aGZPXgK1jAI Create own music using musical sounds and rhythms Create own music for a purpose Use a range of instruments - Strike, hit, pluck, press, shake, tap, activate a range of instruments including stringed Name a range of instruments Recognise music for different purposes Experience cues, dance, relaxation, start of popular programmes or events, National anthems Join in with movement, own music making Tap, shake, strike, activate range of instruments	Take part in songs and rhymes as part of the school day and from home – e.g. this is the way we...., recognising lunch time cue Listen and respond to new music including https://youtu.be/vmDDOFXSqAs?si=SZSyJshyHmHZ0wGT Take 5 by Dave Brubek Create own music / chants sounds using own words / found items – e.g. tapping a twig on a log ‘We’re on a walk – we’re going to walk and talk....’ Keep a rhythm Use and name instruments Express preferences Offer reason for preferences	Notice how they feel when they listen to music / songs. Smiles, looking, dancing, joining in. Activate for more. Share experience with others. Listen to range of styles – compare. Include world music. Experience world instruments. A to Z of Musical Instruments including History, sound bites Repair, Maintenance, Tuning and Design of Musical Instruments Name unfamiliar world instruments; e.g. ukelele – Portugal, castanet -Spain, bhangra- India. Use for own composition – strike, pluck, blow – base on new world instrument. Select music to create a mood. EYFS – Experience basic structure of songs, experience action songs via Sign and Sing and Gross movement songs via dancing sessions.	Listen to / learn songs that tell a story Experience sounds, vibration etc of appropriate instruments Create own melodic chant, phrase linked to a story change tempo and dynamics to help create drama – use in story. Listen to compositions of others Learn and practice pitch, dynamics, tempo Respond to drama EYFS – Experience Pitch, Dynamics and Tempo. Experience the feeling of vibrations and how they alter under different musical elemental difference. Pre-formal – Experience Pitch, Dynamics and Tempo . Experience the feeling of vibrations and how they alter under different musical elemental difference.	Activate recording devices Record selves – vocalisations, words, body activated sounds – sound beam / See Tamara / Ranveer for IT programmes. Record what they hear around school / indoors and outdoors. Listen to sounds in different environments. Listen to songs/ compositions depicting spaces – sounds of e.g. waves, the wind, Make sounds on / with body parts. Record Record a beat. Work with a friend. Link a beat to an activity – move to match the beat of the music -e.g. on a train to the beach – chu chu chu- chu chu chu... Create a soundscape with sounds around the environment – water....recreate with untuned instruments....

	Name instruments used Name that tune Initiate songs or music making – for a purpose Learn songs linked with themes		Experience listening to world music. Pre-formal – Recognise basic structure of songs, recognise action songs via Sign and Sing and Gross movement songs via dancing sessions. Recognise listening to world music. Identify similarities in tempo Semi-formal – Recognise basic structure of songs, recognise action songs via Sign and Sing and Gross movement songs via dancing sessions. Recognise listening to world music. Identify similarities in tempo. Communicate preferences Formal – Recognise basic structure of songs, recognise action songs via Sign and Sing and Gross movement songs via dancing sessions. Recognise listening to world music. Identify similarities in tempo. Communicate preferences and say why you like/ dislike something.	Semi-formal – Respond to pitch, dynamics and tempo. Respond to different vibrations and listen to specific points and instrumentation in music. Formal – Respond to pitch, dynamics and tempo. Respond to different vibrations and listen to specific points and instrumentation in music.	
VOCABULARY	EYFS- Sound Rhythm Pre-formal – names of instruments	EYFS – Intentional Sounds Pre-formal – Vocalisation	EYFS - Chorus Pre-formal - Songs Semi- Formal - Structure	EYFS - Structure Pre-formal - tempo Semi-formal - dynamics	EYFS – World Music Record Pre-formal – Modern Orchestra Listening walk

	Semi-formal- Orchestra Formal – Composer	Semi-formal – rhymes Formal – chants	Formal - World Music.	Formal - pitch	Semi-formal – Strings Brass Woodwind Percussion Water music Formal – Gamelan (Indonesian percussion instruments - gamelan music on youtube - Google Search
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SUBJECT: PE

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer
Green	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
Knowledge	<u>EYFS - Know how to move/ roll to each side with support</u> Know how to use hands freely Know how to copy others. Know how to control fingers. Know to trust and relax when staff help you to move. Know that people stretch when they wake up. Know that people are active at different times of the day. Know how to move/ roll to each side with support	<u>EYFS - Know how to collect equipment with support.</u> Know how to use either hand Know how to balance on Various body parts. Know how to use and co-ordinate hands and fingers Know how to join in with friends. Know how to tolerate big movements with support. Know how to tolerate the touch of others Know how to collect equipment with support. Know how to use either hand	https://youtu.be/fsCcijENWWo?si=XKUS1HmBj1HzPrfA <u>EYFS - Know that PE lessons take can take place in different areas of school.</u> Know that PE can be indoors or outdoors. Know how to dress appropriately for PE. Know how to push/ pull limbs to assist changing. Know how to repeat simple movements Know how to release an item with control Know the difference between a long and a short distance. Know how to lift and carry an item. Know to trust an adult to assist with MOTOR programmes.	<u>EYFS - Know that much like a traditional tale which encompasses a beginning, middle and end, a workout encompasses a warmup, main body of exercise and a cool down.</u> Know to respond with curiosity to exercises within PE. Know to respond to stimuli. Know what travel means. Know what jumping is. Know what to twist and turn means. Know to react to different music tempos and genres within PE.	<u>EYFS TEAM GAMES. Make use of the school field as much as possible.</u> Know use tactics in team games and early athletics. Know how to plan your next move Know how to sway or rock in time to music. Know what holiday games you might play e.g. Croquet- Can you use skills practiced using the golf sets to improve holiday games. Know how to be safe near water.

	Know how to use hands freely Know how to copy others. Know how to control fingers. Know to trust and relax when staff help you to move. Know that people stretch when they wake up. Know that people are active at different times of the day.	Know how to balance on Various body parts. Know how to use and co-ordinate hands and fingers Know how to join in with friends. Know how to tolerate big movements with support. Know how to tolerate the touch of others			
Procedural Skills	EYFS – Experience the feeling of being rolled or rolling. Feel media which promotes finger movement. Copy the movements of others with support. Pre-formal – Experience the feeling of being rolled or rolling. Feel media which promotes finger movement. Copy the movements of others with some independence.	EYFS – Experience the touch of others supporting movement and balance, experience physical games and team challenges. Pre-formal – Experience the touch of others supporting movement and balance, experience physical games and team challenges. Collect sports equipment.	EYFS – Experience PE in different locations, observe the changes of temperature, environment and location, carry equipment for a variety of distances- long and short. Pre-formal – Experience PE / stretched limbs in different locations, observe the changes of temperature, environment and location, carry equipment for a variety of distances- long and short. Repeat exercises/ movements and build up tolerance/ stamina. Semi-formal – Experience PE in different locations, observe the changes of temperature, environment and location, run /	Move to a beat. Listen. Stretch to the left, right, above, below up, down, in front, behind, across different parts of the body Travel – crawl, roll, walk, run, gallop, run, skip, jump, hop. Exercise / work on different surfaces, range of equipment, imitate movement, follow prompts to indicate movement, Create simple and more complex sequences for simple workouts routines - beginning, middle, end to music, sounds, voice and vocalisations. etc	EYFS – Experience turn taking and how to share resources working as a team. Pre-formal – Experience turn taking and how to share resources working as a team. Begin to anticipate what might happen next. Semi-formal – Experience turn taking and how to share resources working as a team and in athletics. Begin to anticipate what might happen next. Reflect on what went well during your session.

	Semi-formal – Experience the feeling of being rolled or rolling. Feel media which promotes finger movement. Copy the movements of others with some independence. Model some movements. Formal - Can independently roll themselves over. Use media independently which promotes finger movement. Can independently put two movements together to form a sequence e.g. jump roll	Semi-formal – Experience the touch of others supporting movement and balance, experience physical games and team challenges. Collect sports equipment and help set up for a team game. Formal – Experience the touch of others supporting movement and balance, experience physical games and team challenges. Collect sports equipment and help set up for a team game. Say what you enjoyed about the team game.	carry equipment for a variety of distances- long and short. Repeat exercises/ movements and build up tolerance/ stamina. Communicate what is enjoyable or challenging. Formal – Experience PE in different locations, observe the changes of temperature, environment and location, run / carry equipment for a variety of distances- long and short. Repeat exercises/ movements and build up tolerance/ stamina. Communicate what is enjoyable or challenging. Evaluate yourself and your peers.		Formal – Experience turn taking and how to share resources working as a team and in athletics. Begin to anticipate what might happen next. Reflect on what went well during your session. Organise an internal cluster game.
Key Vocabulary	EYFS- Rolling Pre-formal - Copy Semi- formal - Model Formal - Sequenced movement	EYFS - Team Pre-formal - equipment Semi- formal- balance Formal- agility – quickness - change in direction	EYFS - Outdoor exercise Pre-formal - stretched limbs Semi- formal – run Formal - longer distance	EYFS - Music in PE Pre-formal - Warm-up Semi formal - travel Formal - Workout	EYFS - Team dynamics Pre-formal - Celebrating success Semi- formal - matches Formal- tournament.