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Curriculum	Autumn Term		Spring Term		Summer Term	
PSHE/RSE *Life to the Full and SEAL*	• We are created individually by God who is Love, designed in His own image and likeness; • Personal and communal prayer and worship are necessary ways of growing in our relationship with God; • That in Baptism God makes us His adopted children and 'receivers' of His love. • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). **Individual, sacrament, baptism, reconciliation**	• The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; • Develop a greater awareness of bullying (including cyber-bullying), that all	• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; • How to use technology safely; That bad language and bad behaviour are inappropriate; • How to report and get help if they encounter inappropriate materials or messages. • Learn what the term puberty means and when they can expect puberty to take place **Content, puberty, physical development, body changes**	• To judge well what kind of physical contact is acceptable or unacceptable and how to respond; • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. • Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. **Boundaries, physical /emotional abuse, Legal/ Illegal,**	• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; • The human family is to reflect the Holy Trinity in mutual charity and generosity. • That the human family is to reflect the Holy Trinity in mutual charity and generosity; • The Church family comprises of home, school and parish (which is part of the diocese).	• To know that God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. • In an emergency, it is important to remain calm. • Quick reactions in an emergency can save a life. **Assistance, emergency, injury, first aid**

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		bullying is wrong, and how to respond to bullying; **Parable, relationship, banter, cyberbullying**	**Changing bodies content- year 4**		**Holy trinity, the common good, stewardship, community**	
PE *Real PE*	**Year 3 unit 1** **Developing my footwork skills and knowledge so…** I can move with good control by keeping my head up. I can move with good balance by bending my knees to help balance. I can move smoothly by working off the balls of my feet. **Developing my one leg balance skills and knowledge so…**	**Year 3 unit 2** **Developing my jumping and landing skills and knowledge so…** I can achieve good take off and height by keeping my feet a shoulder width apart. I can land with balance and control by keeping my head up as I land. I can land softy and quietly by bending my knees on take-off and on landing.	**Year 3 unit 3** **Developing my dynamic balance on a line skills and knowledge so…** I can move smoothly and with minimum wobble by keeping my head up and still. I can maintain balance on the line with head up by keeping my back straight and tummy tight. I can move with opposite arm and leg moving forwards by swinging my arms to help move and balance.	**Year 3 unit 4** **Developing my sending and receiving skills and knowledge so…** I can send with good accuracy and weight by using backswing and follow through when sending. I can get in a good position to receive by adopting a good 'ready position' (weight on balls of feet, wide base). I can collect the ball safely by keeping my	**Year 3 unit 5** **Developing my reaction and response skills and knowledge so…** I can react and move quickly by pushing off hard with my feet. I can catch the ball consistently by keeping my head steady and watch the ball. I can slow down with control after catching by moving my feet to get to the ball (rather than stretching).	**Year 3 unit 6** **Developing my ball chasing skills and knowledge so…** I can start and stop quickly by taking up a good ready position and push off hard. I can arrive in the correct position to collect the ball (timing)by trying rolling the ball at different speeds to get the right challenge. I can collect the ball with balance/control by keeping my head

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	I can balance with standing foot still by keeping my head up and still. I can balance with non-standing foot off the floor by keeping my tummy tight. I can balance with minimum wobble by keeping my back straight. **Key Vocabulary:** Learning, Succeed, alternating, fluent, focus, point, imagine	**Developing my seated balance skills and knowledge so…** I can balance with hands/feet up for 10 seconds by keeping my head up and still. I can balance with minimum wobble (control) by keeping my tummy tight. I can maintain balance without strain by keeping my back straight. **Key Vocabulary:** Patience, support, balls of feet, momentum, minimum, arm's distance	**Developing my ball skills and knowledge so…** I can maintain control of the ball by keeping my tummy tight and weight through my bottom. I can move the ball in both directions by using my fingers to move the ball. I can move the ball smoothly and fluently by focusing on moving the ball smoothly rather than on speed. **Key Vocabulary:** explain, Identify, action, hips to lips, identify, avoiding, fingertips, gradually	eyes focused on the ball. **Developing my counter balance with a partner skills and knowledge so…** I can maintain balance throughout by keeping my tummy tight. I can move smoothly and with control by keeping my back straight and head up. I can coordinate movements with my partner by holding on to my partner's forearms and communicate with them. **Key Vocabulary:** Versions, respond, in line, Rally, soft hands, short base, together	**Developing my floor work balance skills and knowledge so…** I can maintain balance throughout by keeping my hands in line with my shoulders. I can balance and hold the correct position by keeping my knees in line with my hips. I can balance with control when changing balance/position by keeping my back straight and tummy tight. **Key Vocabulary:** sequences, apply, extend, gradually, mini back support, correct	steady and watch the ball **Developing my stance skills and knowledge so…** I can balance with both feet facing forwards by keeping my feet a shoulder width apart. I can balance with feet still by bending my knees. I can balance with minimum wobble (control) by keeping my back straight and head up. **Key Vocabulary:** warm up, cool down, timing, accelerate, raise, balls of feet, weight
Music *CUSP Curriculum*	**Year 3 Music: Untuned percussion – Block B** Each child will know…	**Year 3 Music: Musical notation – Block D** Each child will know…	**Year 3 Music: Composition – Block E** Each child will know…	**Year 3 Music: Introducing timbre – Block F**	**First Access Violins Charlotte Sloan Hill** Each child will know…	

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	1. That a time signature appears at the beginning of a piece of music to show the time or metre of the music. 2. The terms bar and bar line 3. The note values crotchet, crotchet rest and paired quavers 4. That a downbeat is the first beat in a bar of music **Vocabulary:** time signature, bar line, note values	1. That each line and space on the stave represents a note 2. That a stave is a set of five lines 3. Begin to know the notes on a treble stave (C – G) 4. A melody is a sequence of notes that create a tune **Vocabulary:** stave, notation, melody	1. a piece of music that has been written by someone is called a composition 2. That graphic scores can be used to notate composition ideas 3. That improvising is to invent music while you play 4. An orchestra is a large group of people who play various musical instruments together, led by a conductor **Vocabulary:** percussion, tuned, unturned	Each child will know… 1. Timbre is the quality of sound that is produced by a particular voice or musical instrument 2. That Jazz is a type of music in which the musicians often improvise 3. describe some stylistic features of jazz music, e.g. structure and instrumentation 4. the difference between a verse and a chorus **Vocabulary:** timbre, stylistic features, chorus	1. A violin is a member of the string family 2. A violin has 4 strings 3. A bow is used to play the strings of a violin 4. Pizzicato means to pluck **Vocabulary:** string, bow, pizicato
Art *CUSP Curriculum*	**Drawing and Painting (Block A Y3)** ○ There are lines and patterns in natural objects		**Creative Response Block (Block F Y3)**		**3D (Block D Y3)**

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	○ Hue refers to a particular shade of a colour ○ Repetition of marks and brushstrokes can create different visual effects such as the illusion of texture on a flat surface. ○ A method of applying paint over another medium such as wax crayon is called resist. Paint will not stick to the wax crayon and this allows previous marks made to remain visible through the paint. Vocabulary: tonking, sgraffito, impasto **Printmaking (Block B Y3)** ○ By putting paper over a surface such as woodgrain and rolling over it with ink, a print can be created that has the appearance of texture. ○ Textured objects can be pressed into clay which can then be used to print an image that has texture and can be repeated. ○ An ink slab is a surface on which ink can be mixed and rolled. ○ Thumbnail sketches are small, detailed sketches that are usually done quickly without making corrections. Vocabulary: repeated, impressed stamp, monoprint	○ There are a series of steps in the creative process ○ A response is an artistic or creative reaction to a stimulus such as music or other works of art. ○ To reflect means to think carefully and deeply about something. ○ Collaboration refers to when pupils work together in order to produce or achieve something. Vocabulary: preparation, process, incubation **Textiles and Collage (Block C Y3)** ○ A mandala means circle in Sanskrit. Mandalas are designs used in Hinduism and Buddhism. ○ Mandalas are believed to represent different aspects of the universe, are used as instruments of meditation and symbols of prayer ○ Dye is a natural or synthetic substance used to add a colour to or change the colour of something. ○ A quilt is a multi-layered textile, traditionally composed of two or more layers of fibres. The pattern and colour of these pieces creates the design ○ Quilting is a way of conveying a message Vocabulary: radial, pigment, symbol	○ Relief work is a sculptural technique where parts of a sculpture remain attached to a surface ○ Sculptures can be any size and created with a wide range of materials. When displayed, they are called an installation ○ Pliers are a small two-handled tool for holding or pulling small objects such as nails or for cutting wire. ○ Pargeting is where patterns are stamped or scratched into the surface of the wet plaster on buildings ○ Gauge refers to the thickness of something, especially metal or wire. Vocabulary gesso, relief, installation **Painting (Block E Y3)** ○ Background is the view behind the main objects or people in a picture or photograph. ○ Backgrounds can be painted for effect ○ Negative space is the area behind and around the main focus of the painting ○ A wash is a very thin, watery layer of paint applied to a surface.

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			Vocabulary negative space, gradient, effect
DT *CUSP Curriculum*	**Textiles (Block A Y3)** ○ Fabric can be stiffened ○ Stiffened fabric can hold a form ○ Starch is a white substance from potatoes and some grains, used to make cloth stiff. ○ PVA glue is used to secure or 'paste' things like clothing, paper and wood. ○ Gelatin is a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation, photographic processes and glue. Vocabulary: stiffen, interfacing, cloth **Food and Nutrition (Block B Y3)** ○ The climate determines which foods can grow and when. Seasonal foods are fruit and vegetables that are ripe and ready in a particular season. They will no longer grow when the weather changes ○ Balance means when different things exist in equal, correct or good amounts. The human body needs a balanced diet to work properly. ○ Good health involves drinking enough water and eating the right quantity of foods from the different food groups. ○ To preserve means to prevent something, especially food, from decaying (being destroyed by natural processes) by treating it in a particular way. Pickling, salting, smoking,	**Mechanisms (Block C Y3)** ○ Levers are basic forms of a machine. A lever is a rigid body that has a fulcrum along its length. The fulcrum is the point where the lever pivots. ○ A mechanical linkage is a series of connected levers and pivots ○ A mechanism is a system of parts working together in a machine Vocabulary: force, load, effort **Food and Nutrition (Block D Y3)** ○ Nutrition is the process by which living things receive the food necessary for them to grow and be healthy. ○ Fibre is a part of food that cannot be broken down by the body and aids digestion by helping other foods move through the body more quickly. ○ Minerals are substances that are naturally present in the earth and are not formed from animal or vegetable matter, for example salt. Some minerals are also present in food and drink and in the human body and are essential for good health.	**Systems (Block E Y3)** ○ Energy is another word for power. Energy makes things move. It makes machines work. ○ An energy source is the origin of power or energy. ○ There are two main types of energy: potential energy and kinetic energy. ○ Potential energy is energy that is stored (e.g. a spring that is pressed all the way down) ○ Kinetic energy is the energy an object has due to its motion. Vocabulary: turbine, source, intermittent, renewable **Structures (Block F Y3)** ○ Bridges are structures that allow people and vehicles to cross over an open space ○ Towers, piers and arches provide strength to a bridge ○ A gap is an empty space or opening in the middle of something or between two things. ○ A bridge deck is the roadway, or the pedestrian walkway, surface of a bridge. ○ A bridge pier is a type of structure that extends to the ground below or into the water. It is used to support the bridge and transfer the loads to the foundation.

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	canning, bottling and dehydrating are examples of preservation methods. Vocabulary: stew, pressure, seasoning	Vocabulary: seasoning, claw, bridge	Vocabulary: suspension, arch, bascule
Computing *Teach Computing*	**Computing systems and networks – connecting computer (Year 3)** ○ To identify input and output devices ○ To explain how a computer network can be used to share information ○ To explore how digital devices can be connected ○ To recognise the physical components of a network Vocabulary: digital device, input, process, output, network	**Creating media – animation (Year 3)** ○ To explain that animation is a sequence of drawings or photographs ○ To relate animated movement with a sequence of images ○ To plan an animation ○ To identify the need to work consistently and carefully Vocabulary: stop-frame, sequence, image, events, onion skinning	**Creating media – audio editing (Year 4)** ○ To identify that sound can be recorded ○ To explain that audio recordings can be edited ○ To apply audio editing skills independently ○ To evaluate the effective use of audio Vocabulary: input device, output device, edit, trim, playback
History *CUSP Curriculum*	**Changes in Britain from the Stone Age to the Iron Age** • I know the three ages of the Stone Age are ○ Palaeolithic, Mesolithic, Neolithic • I know about Neolithic times – clearing land, farming and domestic animals. • I know that during the Bronze age, copper and tin were combined to make bronze and this was used to make weapons, tools and jewellery. • I know that the Iron Age began around 800BC and Iron was created to make weapons and tools that were stronger. Knowing this helps archaeologists date artefacts. Vocabulary Gatherer, community, migrate, artefact		**Roman Empire and it's impact on Britain (BC/AD)** • I know that Rome was founded in 853BC. • I know that the Roman civilisation had great architecture that still exists today across much of Europe. • I know the Romans invaded Britain in 55 and 43 BC and left in 410 AD. • I know that technology changed Britain under Roman rule with the building of roads, aqueducts and public baths.

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			Vocabulary Civilisation, ,architecture, tribute, Aqueduct,
Geography *CUSP Curriculum*	**Map skills and Fieldwork 1** • There are 4 "cardinal" points on the compass – North, East, South and West. • There are 4 "inter-cardinal" points on the compass – North-east, South-east, North-east, North-west. • Identify human settlements, roads and buildings on a map. • Identify mountains, rivers and lakes on a map. Vocabulary: cardinal, landlocked, depict	**UK study** • The four countries of the United Kingdom and their respective capital cities – England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast). • The regions of the U.K. – East of England, North West, North East, Midlands, Yorkshire and the Humber, South West, South East, London. • Locate the county of Wiltshire and three neighbouring counties – Somerset, City of Bristol, Gloucestershire, Oxfordshire, Berkshire, Hampshire, Dorset. • Name one physical and one human landmark from each of the four countries of the United Kingdom. Vocabulary: region, division, landmark, causeway, topography, cultural.	**Map skills and Fieldwork 2** • OS maps use symbols and coloured images (described in a "key") to show human and physical features of a location including, elevation (contours), rivers, lakes, roads and buildings. • OS maps use scales – a small-scale map helps the geographer see a large area (less detail), a large-scale map helps the geographer see a small area (more detail). • Identify up to four human features on an OS map using a key. • Identify up to four physical features on an OS map using a key. Vocabulary: ordnance, scale, feature, area