



Granby Junior School

Where a topic title is stated rather than detailed with declarative and procedural knowledge, please refer directly to the Granby Progression documents.

Year 3

Granby Junior School

	Transition Project 2-week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	The Crayons Go back to School	Stone Age Boy The Pebble in my Pocket	The Tin Forest The Iron Man	Escape from Pompeii Living Earth (Extract) Flood	I was There: Boudicca's Army We are the Romans: Meet the people behind the history	Peter Pan	The Last Happy Ending – Carol Ann Duffy
Writing	Presentation Expectations Rainbow Grammar recap	Setting, Character description Fictional Narrative	Setting, Narrative Persuasive Letter	Diary Newspaper	Chronological report Instructions Poem - Shape	Poem - Rhyming Persuasive Letter Leaflet	Non-chronological report Persuasive text Fictional Narrative (dialogue)
Maths	Presentation Expectations Number Facts Times Tables	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions	Mass and capacity Money	Time Shape Statistics
Topic Theme	Week 1: Changes, Challenges & Chuckles Week 2: Who, What, Where and When – a Year 3 view	Tribal Tales	Mighty Metals	Rocks, Relics and Rumbles	Romans	Ey Up Mi Duck!	Ey Up Mi Duck!
Main Curriculum Driver	History	History	History	Geography	History	Geography	History
Co-Curriculum Driver	Geography	Science	Science	Science		Science	Science
Science Knowledge	Scientists we will learn about this year Timeline: Mary Anning – When was she alive? World map: Where is her most famous fossil find?	Light Declarative: To know that light is needed in order to see things and that dark is the absence of light. To know that light from the sun can be dangerous and that there are ways to protect eyes. To know that a shadow is formed when light from a light source is blocked by an opaque object.	Forces and magnets Declarative: To know that an object will not move unless a pushing or pulling force is applied. To know that some forces require direct contact, and other forces can act at a distance, such as magnetic force. To know that some materials have magnetic properties.	Rocks Declarative: To know that fossils are formed when things that have lived are trapped within rock - from Rocks (Y6 Golden Nugget – Mentioned here but not explicitly taught) To know that scientists use fossils to find out what life was like in prehistoric times. To know that fossils form where a living thing dies in a watery environment.		Plants Declarative: To know the functions of different parts of flowering plants. To know that plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. To know that water is transported in plants from the roots, through the stem	Animals, Including Humans Declarative: To know that some animals have skeletons and muscles for support, movement and protection. To know that water is needed for survival. To know that humans cannot make their own food; they survive from what they eat. To know that a balanced diet

		To know that transparent objects allow light to pass through them and do not create shadows. To know that light is reflected from surfaces. Key vocabulary: light source, light/dark, absence of light, transparent/translucent/opaque, shadow and reflect.	To know that magnetic materials are attracted to magnets. To know that magnetic materials are metals, but not all metals are magnetic. To know that magnets have two poles (north and south). To know that opposite poles (north and south) attract each other, while 'same' poles repel each other. Key vocabulary: force, push, pull, twist, contact force/non-contact force, magnetic force, magnet, poles, north pole, south pole, attract/repel, types of magnet (e.g. bar magnet, horseshoe magnet and button magnet).	To know that fossils are formed when things that have lived are trapped within rock. To know that soils are made from eroded rock, air and organic matter. (Conclusion – to feed into Y6) To know the simple physical properties and appearance of different kinds of rocks and soils Key vocabulary: fossil, rock, stone, boulder, grain, crystals, layers, texture, absorb, sandy/chalk/silt/clay soil, peat, slate, granite, sandstone, marble, chalk and erode.		and to the leaves. To know that the stem (or trunk) support the plant above the ground. To know that flowers make seeds to produce new plants. To know that plants need air, light, water, minerals from the soil and room to grow, in order to survive. To know that different plants have different needs depending on their habitat: cacti, which need less water than is typical; ferns, which can grow in lower light levels. To know that flowers are important in the life cycle of flowering plants. To know that insects and the wind can transfer pollen from one plant to another (pollination). To know that animals, wind, water and explosions can disperse seeds away from the parent plant (seed dispersal). Key vocabulary: photosynthesis, pollen, pollination, seed formation, seed dispersal	is made up of varying amounts, from different food groups: carbohydrates, fats, protein, fruit, vegetables, dairy. Key vocabulary: skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia, fibula, bieos, triceps, abdominals, hamstrings, pectorals, nutrition, carbohydrates, protein, vitamins, minerals, sugars, fibre, fat etc
Sciene Working Scientifically		Declarative: To know a prediction is used as a 'best guess' for what might happen in an investigation, based on some prior knowledge To know that questions can be answered in different ways. To know how to ask relevant questions when prompted. To know that an observation involves looking closely at objects, materials and living things. To know how to make systematic observations, gather and record data in different formats. To know that data can be used to provide evidence to answer questions. To know that a conclusion is the answer to a question (that uses the evidence collected). To know that results are information that have been discovered as part of an investigation. Procedural: To know how to suggest conclusions, based on evidence collected, possible improvements or further questions to a given test, with prompting if necessary. To know how to carry out a test following or planning a set of instructions					

		Why do shadows change? Observation Procedural: To know how to make careful observations	Which ends of a magnet attract or repel? Pattern Seeking Procedural: To know how to connect patterns observed.	How do fossils form? Secondary Sources Procedural: To know how to find information from secondary sources		How does water travel through plants? Observation Procedural: To know how to make and record observations over time Grouping, classifying and identifying Procedural: To know how to group plants according to their characteristics.	What are our joints for? Comparative fair test Procedural: To know how to carry out a fair test
STEM and Enterprise		Catapult – see DT		Geodesic domes – see DT			
History 1 Areas of Study		Stone and Iron Age. Procedural: To know how to describe changes over time and their impact on modern life To know how to describe changes in Britain from the Stone Age to the Iron Age.			Romans Procedural: To know how to describe the Roman Empire and its impact on Britain.		
History 2 Chronological Understanding	Chronology (Y2 history revisited, Y3 relevant historical eras added) Declarative: To know the year AD (Anno Domini) marks the birth of Christ and BC (Before Christ) marks the period before Christ was born To explore the time period between the origins of human civilization (Stone Age) To know that pre-historic is time that occurred before human societies could write Procedural:						

	To know how the terms AD and BC relate to a timeline. To be able to place the Stone Age, Iron Age and Romans on a time line					
History 3 Historical communication		To be able to access historical information from a variety of different written sources Declarative: To know that historical information can be presented as a fact file, timeline, description Procedural: To Know how to present ideas and information about the past in variety of ways Procedural: To know and develop understanding of key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire				
History 4 Historical enquiry		Declarative: To be able to use a range of sources to find out about the past : documents, pictures, photographs, artefacts and online sources. Declarative: To know that Secondary sources were created by someone who did not experience or participate in the event. Procedural: To know how to ask relevant and effective questions using primary and secondary sources of information and follow a line of enquiry				
History 5 – Historical Interpretation		To be able to look at different versions of the same event in history and identify differences. Declarative: To know that historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Declarative: To know that the quality and amount of evidence effects the interpretation of events (eg Hunting - cave paintings of hunters, is there any other evidence to back this up?) Declarative: To know that a secondary source interprets and analyses a primary source. Procedural: To know how to form an opinion using a variety of sources of evidence to make an interpretation				
History Key Concepts/Knowledge		Power Monarchs / Government: Declarative – To know that the stone age and iron age had no organised system of government. Stone/Iron Age -no organised system of government Invasion / Struggle of minority groups: Declarative: To know how war looked in the stone/Iron age. Stone/Iron Age - tribal war Empire: Declarative: To know that stone/Iron age communities lived in small tribes. Stone/Iron Age - small tribal communities Civilisation - Lifestyle: Procedural: To know how stone/Iron age people lived including - living (subsistence), homes, tools to live, weapons to hunt, fire to survive, cave drawings, Beliefs - Religion / Rituals: Declarative: To know the importance of Stonehenge. Stone/Iron Age -worshipping of the sun, places of worship (Stonehenge), Inventions/Discoveries: Procedural: To know how they made fire/tools in the stone and iron age. Stone/Iron Age - Fire, tools to survive		Power Monarchs / Government: Declarative: To know the governmental structure of the Romans. Romans - Roman hierarchy, Emperors (Julius Cesar, Claudius) Invasion / Struggle of minority groups: Procedural: To how the Roman grew their empire. Romans Roman - Roman army (organisation and effectiveness), invasion of Britain in 54BC (Cesar) and 43AD (Claudius) reference to slavery and the struggle between rich and poor. Empire: Declarative: To know that the Roman spanned across Europe with links to modern day Europe. Civilisation - Lifestyle: Procedural: TO know how the Romans lived including - rich versus poor, slavery, towns, homes, food, diet, clothing Beliefs - Religion /		

				Rituals: Declarative: To know that the Roman gods were important to them. Romans: Roman Gods Inventions/Discoveries: Declarative: To know that the Roman invented the following: aqueducts, flushing toilets, sewers, roads, tortoise shell for battle.			
Geography	Locational Knowledge (Y2 geography revisited – 7 continents, 5 oceans, UK countries and capitals Y3 relevant geographical locations added) Locate Ilkeston, Rome, Pompeii, other areas studied in the year. Declarative: To know that lines of latitude and longitude are invisible horizontal and vertical lines To know that London, Cardiff, Edinburgh and Belfast are the 4 capital cities of the UK (G1)			Human and Physical (G3) Intent Statements To be able to describe the workings of rivers, mountains, volcanoes and earthquakes To be able to describe different types of settlement and land use Declarative: To know earth is made up of three different layers: crust, mantle and core. To know tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. To know that a settlement is a place where people live and sometimes work To know that there are two types of volcano shield and composite. To know that volcanoes have a magma chamber and ash cloud To know that an earthquake is the shaking of the ground caused by moving tectonic plates. To know that volcanoes are formed when magma, which is located at the centre of the Earth, and pushes its way upwards through the Earth. To know that a tsunami is a Japanese word that means "harbour wave." Procedural: To know how volcanoes and earthquakes can have devastating impacts upon people who live nearby		Location & Place Knowledge (G1) Intent Statements To be able to locate the counties and major cities of the UK Local and British Knowledge: Declarative: To know that West Hallam is a village, Ilkeston is a town and Derbyshire is a county. To know that some of Ilkeston's human features are church, wind turbine, canal, library and schools and can identify them on a map. To know that Shipley Park is a physical feature and can identify it on a map. To know that Derbyshire, Cornwall, Inverness-shire are Counties in the United Kingdom and can be located on an atlas. To know that The Roaches, Peak District, the Goyt Valley, River Derwent are physical features within Derbyshire and can be located on a map. To know that Derby, Truro, Inverness are cities in the UK and can be located on an atlas. To know that London, Cardiff, Edinburgh and Belfast are the 4 capital cities of the UK. To know that a human feature is built by people such as roads, bridges, buildings, canals. To know that physical features are created by nature and not people e.g. seas, mountains and rivers. Procedural:	Skills and Fieldwork (G2) Intent Statements To be able to use world maps and atlases to identify counties and major cities of the UK To be able to create a scale drawing and simple map of the local area Declarative: To know that symbols can be used to represent landmarks: church, parking, school, post office, local sustainability features - recycle centres, park and ride, wildlife areas. To know that an atlas can be used to locate human and physical features. To know that lines of latitude and longitude are invisible horizontal and vertical lines. Procedural: To know how to use simple compass directions: North, South, East, West and locational and directional language to describe the location of features on a map. To know how use an atlas and Digimap to locate physical and human features To know how to take photographs of the local area to help produce a simple map (Digimaps) Procedural: To know how to use simple compass directions (N,S,E,W) and locational and directional language to describe the location of features on a map.(G2) Sustainability (G4) Intent Statements To be able to give reasons for thoughts and views about a locality To be able to talk about and describe

						To know how to locate counties, cities and towns on an atlas Procedural: To be able to identify human and physical features for areas of study on a map	how people try to improve and sustain their environment Declarative: To know the reasons for environmental issues within Ilkeston: pollution (cars outside of school), burning coal (banning wood burners in homes, wind turbines to create sustainable energy. To be accessed during ‘sustainability week’ (summer 2?)
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Religious Education (Derbyshire Syllabus)	What do different people think about God? Believing What do different people believe about God? Declarative: To know stories and other aspects of the religious text they are investigating. To know some reasons why Christians, use the Bible today Procedural: To know how to describe and make connections between the stories and teachings from the religious texts, and be able to respond to these.	Why is the Bible important to Christians today? Believing Why is the Bible important for Christians today? Declarative: To know and describe some of the significance and meaning of God to individuals and religious communities. Procedural: To know how to question and discuss individual ideas about God, suggesting why having a faith could be difficult but also identifying how this belief makes a difference to people’s lives. To know how to discuss their own and others’ ideas about why humans do bad things and how people try to put things right		Why are festivals important? Expressing Why are festivals important to religious communities? Easter Focus/Eid Declarative: To know the stories and make connections between symbols and beliefs celebrated at religious festivals (Easter /Eid), identifying similarities and differences. Procedural: To know how to ask questions and express ideas about what matters most to believers in festivals. To know how to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.	What does it mean to be a Christian in Britain today? Living What does it mean to be a Christian in Britain today? Declarative: To know what Christians do to show their faith, including the use of hymns/ modern worship songs, symbols, artefacts and wider community work. Procedural: To know how to suggest reasons why being a Christian is a good thing in Britain today, and why it might be hard sometimes To know how to be able to discuss links between the actions of Christians in helping others and compare it to the actions of non-Christians.		
Art Evaluating Work (Art 1) Exploring and Developing ideas (Art 2)	Art 1 – Evaluating Work Art 1 - Evaluating work Declarative: To know that there are key facts about studied pieces of art, including who created them (Georgia O'Keeffe, Anna Atkins) and when and how they were created To know the meaning of Y3 technical vocabulary: tint, tone, pencil grades, primary and secondary colour, abstract art Procedural: To know how to discuss the feelings and emotions conveyed through pieces of artwork using Describe, Analyse and Interpret (DAI) To know how to describe the content, feelings & emotions conveyed by the work using Describe, Analyse and Interpret (DAI) To know how to give constructive feedback about their own and others' work To know how to describe how work could be developed Art - 2. Exploring and developing ideas Declarative: Declarative Statement: To know that inspiration can be used from the wider world in a variety of genres, styles and traditions Procedural Statements: To know how to explore, question and make thoughtful observations about well-known artists and their own artwork. To know how to question and make thoughtful observations about starting points and select ideas to use in their work: To know how to select and record, including annotations, from first hand observation, experience and imagination, and explore ideas for different purposes To know how to create images in the style of a well-known artist To know how to use their sketchbook to collect and record visual information from different sources						
Art Focus Artist(s)	Artists we will learn about this year Timeline: Georgia		Anna Atkins (Drawing and Printing)	Hamish Machie (Sculpture)		Georgia O’Keeffe (Painting)	

	O’Keeffe/Anna Atkins/Hamish Machie – When was she alive? World map: Where is the focus of their art? Declarative: To know key facts about studied pieces of art, including who created them (Georgia O’Keeffe, Anna Atkins, Hamish Machie) and when and how they were created						
Art Topic specific (Art 1, 3,4,5,6)			Cave Painting/Mark Making Art 4 – Drawing Intent Statement To be able to create more complex drawings, from a primary source, using the properties of line, shape, tone, pattern and colour, depth, form Declarative: To know that coloured pencils can be used to block colour and control depth To know that there are differences and similarities between a wide range of drawing materials and select which one is most suitable for the task and form. To know that sketching lightly with a harder / softer pencil can reduce the need to use a rubber Procedural: To know how to select qualities that they can describe their intentions To know how to draw for a sustained period using a primary source and a viewfinder To know how to plan, refine and alter their drawings as necessary To know how to use their sketchbook to collect and record	Clay Work (Ammonites) Art 3 – 3D Form Intent Statement To be able to confidently create recognisable forms Focus: Clay - Relief Tile Inspiration: Linked to fossils/Mary Anning (Science link) Hamish Machie Declarative: To know that texture is how an object feels Procedural: To know how to create texture by scoring, imprinting and joining media Procedural: make secure joins using scratch and slip		Botanical Art Art 5 – Painting and colouring Intent Statement To be able to mix colours to paint with and use colours, textures, lines and shapes and tone imaginatively and appropriately to express ideas to paint from a primary source and imagination Formal Elements Declarative: To know that colour has light and dark values creating more vibrant paintings Procedural: To know how to use tone to make paintings more realistic or more expressive, manipulating light and shade for dramatic effect. To know how to use line with greater confidence to highlight form and shape. To know how to use pattern & texture for desired effects and decoration To know how to use tone to make paintings more realistic or more expressive, manipulating light and shade for dramatic effect. To know how to choose paints and implements appropriately mix and match colours with increasing accuracy using a limited palette To know how to mix thicknesses of	

visual information from different sources

Art 6 – Printing
To know how to design, use and discuss a variety of printing techniques including relief and press

Declarative:
To know that **pattern** and **shape** are important when creating a design for printing.

Procedural:
To know how to use **press-print** to create a design.

To know how to print using a variety of materials, objects and techniques including **relief, press.**

To know how to talk about the processes used to produce a simple print

paint for different purposes

To know how to mix and match colours with increasing accuracy using a limited palette.

To know how to use water colour paint to produce **washes** for backgrounds and then add detail.

To know how to choose paints and implements appropriately.

Music (Charanga Scheme)		Semibreves and rests	Glockenspiel Unit 1	Crotchets and rests	Crotchets and minims	Minims and minim rests	Consolidation & revision
Design and Technology – Focus Task				Design and Make earthquake proof structures	Weaving		Origins of food and processing
Design and Technology 1 - Design				Declarative: To know that a product's function can be determined by the wider environment. Declarative: To know that annotated sketches are drawings where key information is written on. Declarative: To know that a cross-sectional drawing represents the flat surface made when cutting through an object. Declarative: To know that criteria can be created to ensure a successful product. Procedural: To know how to label a design with the design features and their intended function. Procedural: To know how to explain choice of materials and components including function and aesthetics. Procedural: To know how to follow design criteria for a particular purpose.	Procedural: To know how to generate ideas for an item, considering its purpose and audience.		
Design and Technology 2 - Make				Declarative: To know that triangular shapes of card are stronger than squared Procedural: To know how to	Declarative: To know that textiles are used in a variety of ways in everyday life Declarative: To know that there are several techniques that can		

				stiffen, reinforce and strengthen a 3D framework. Procedural: To know how to select a wider range of tools and techniques for making their product using construction materials. Procedural: To know how to explain the choice of tools and equipment in relation to the skills and techniques being used. Procedural: To know how to work safely and accurately with a range of simple tools.	be used to create a woven product. Procedural: To know how to develop weaving, overlapping and layering techniques. Procedural: To know how to cut, glue and trim material accurately Procedural: To know how to select a wider range of tools and techniques for making their product using fabric.		
Design and Technology 3 - Evaluate				<u>Existing Products</u> Declarative: to know that existing products have strengths and weaknesses in relation to their given function. Procedural: To know how to analyse and evaluate an existing product. <u>Own Products</u> Declarative: to know that criteria can be used to evaluate their own design work. Procedural: to know how to evaluate work against own design criteria. Procedural: To know how to establish and use design criteria to test and review products and suggest points for improvements.	Procedural: To know how to give constructive feedback about their own and others' work		

Design and Technology 4 - Cooking							Declarative: To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Declarative: to know that different foods grow at different times of year and that seasons will affect which food is available. Declarative: to know that some foods need to go through a process in order to preserve them/ make them more appealing. Declarative: to know that food is processed into ingredients that can be eaten or used in cooking i.e. flour, sugar, chocolate.
Design and Technology 5 - Technical Knowledge and vocabulary				Declarative: (vocabulary) To know the meaning of the key words: product, compare, design criteria Declarative: To know that a free-standing frame structure is a structure that stands on its own foundation or base without attachment to anything else.	Declarative: To know the meaning of key vocabulary: colour, fabric, weave, pattern.		
Computing (Purple Mash)		E-Safety Coding	Coding	Branching databases	Touch typing Presentation	E-mail	Spreadsheets
PSHE/RSE (Derbyshire Syllabus)	THRIVE	Exploring emotions and responsibilities	Exploring relationships	Difference and diversity	Being healthy	Bullying	Relationships
MFL – Y3 (Planned by a French Specialist)	World map: Where is France?	French Describing me and others Key phonics sounds and simple conversation sentences. Simple greetings The verb ‘être’ = to be Days of the week Les voyelles (the vowels)	French Saying what I and others have. The verb ‘avoir’ Singular masculine and feminine nouns	French Saying what I and others do Regular ‘er’ verbs – singular Definite articles: le/la/l’ Possessive adjectives mon/ma/ton/ta Family members	French Saying what I and others like Saying how many and describing things Essential verb: to like (aimer), to prefer (preferer) Conjunctions: et, mais, aussi Il y a (there is/there are) Plural indefinite article – ‘des’ Numbers	French Describing things and people Adjective agreements Months of the year Subject pronouns – il/elle The verb ‘avoir’ for saying ages	French Expressing likes and saying what I and others do Aimer = to like Détester = to hate Plural definite article ‘les’ Please, thank you, you’re welcome
PE (GetSet4PE) Teacher led		Gymnastics To be able to create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into	Ball Skills To develop dribbling skills with hands and feet. To develop tracking and catching skills. To develop tracking and throwing skills.	Dodgeball To develop throwing towards a moving target. To develop throwing to get players out. To identify and develop the skills needed to avoid being hit.	Hockey To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a	Basketball To develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. To develop passing and begin to recognise when to use	Rounders To develop throwing and catching with accuracy and apply these to a striking and fielding game. To develop bowling and learn the rules of the skill within this game.

		shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To be able to transition smoothly into and out of balances.	To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games.	To develop and apply dodging skills within a game. To develop catching skills. To develop catching skills and be confident to attempt this within a game.	defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament.	different skills. To use defending skills to delay an opponent and gain possession. To develop technique in the attacking skill of shooting. To apply skills and knowledge to compete in a tournament.	To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.
PE Coach Led (PPA)		Fundamentals To develop balance and apply it to other fundamental movement skills. To understand how the body moves differently at different speeds. To develop technique when changing speed. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To apply fundamental skills to a variety of games.	Football To understand the role of an attacker when in possession. To develop movement skills to lose a defender and move into space. To understand that scoring goals is an attacking skill and learn how to do this. To understand the role of a defender. To apply tactics to small sided games. To apply skills and knowledge to play games using football rules.	Handball To begin to throw and catch while on the move. To move towards goal or away from a defender. To move towards goal to create shooting opportunities. To use defending skills to delay an opponent and gain possession. To use a change of direction and speed to lose a defender and move into space. To apply skills and knowledge to compete in game situations.	Tag Rugby To develop attacking skills to maintain possession. To develop attacking skills to move towards goal. To develop defensive skills to delay an attacker. To develop an understanding of defending as a team. To develop tactics in attack and defence. To apply rules and skills to small sided games.	Athletics To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.	Tennis To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game.
Special Opportunities, Cultural Capital Engage days, trips, seasonal events Parent sharing days etc		Super Start Watch – The Croods Fantastic Finish Stone Age Art Gallery Parents Invited Trip to Cresswell Craggs	Super Start Create a 3D Iron Man/Forest display Fantastic Finish Weaving Enterprise	Super Start Now Press Play Volcano Fantastic Finish STEM – British Geological Society	Super Start Roman Day Fantastic Finish Catapults	Super Start Primary Sources – Discussion with people from the local history society Fantastic Finish Shipley Park	Super Start Victoria Park, Ilkeston Local Trip Fantastic Finish Radio Interview Shared on Seesaw

Performance			Nativity Play in the Hall Carols Around the Tree Carols at the Nursing Home		Easter/Mothers Day Church		
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