



What makes a community?

Essential Vocabulary	
community	"Community" refers to a group of people who live in the same area or share common interests, characteristics, or goals. It's like a big family made up of neighbours, friends, and others who support and help each other. Communities can be small, like a neighbourhood, or large, like a city or even a global online community. They often work together to solve problems, celebrate special events, and make their surroundings a better place for everyone.
belonging	"Belonging" means feeling like you are part of a group or a place where you are accepted, valued, and connected. It's like being a piece of a puzzle that fits perfectly into the picture.
respect	"Respect" means treating others kindly and considering their feelings, opinions, and rights. It's like showing appreciation and consideration for someone's thoughts, beliefs, and boundaries. When you respect someone, you listen to them without interrupting, you treat them politely, and you don't hurt their feelings on purpose. Respect is about acknowledging the value and dignity of every person, regardless of their differences, and treating them with fairness and kindness.
inclusion	"Inclusion" means making sure that everyone feels welcome, valued, and respected as part of a group or community, regardless of their differences.

Key Knowledge
<ul style="list-style-type: none"> • understand what it means to belong to different groups • understand how different and diverse groups make a community • know how we can all contribute to a community in different ways • understand what it means to respect differences in a community

Links to Prior Learning
<ul style="list-style-type: none"> • EYFS - what is the same and different about us? • Year 1 - how can we look after each other and the world?

Key Questions
<ul style="list-style-type: none"> • what different groups do I belong to? • how can we all contribute to our community? • what does it mean to respect someone else? • what are the protected characteristics?



RSE No Outsiders	
<p>Beegu by Alexis Deacon</p> <p>The children will discuss how sometimes our behaviour towards others can make them feel like an outsider. They will decide how we can all be made to feel welcome.</p>	

Fractions - Number



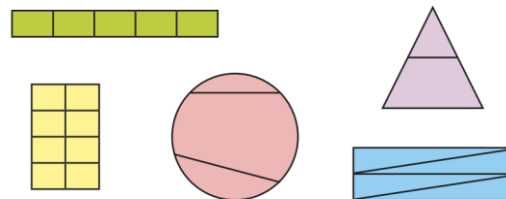
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Essential Vocabulary	
Unit fraction	Any fraction with 1 as the numerator
Integer	A number that is not a fraction; a whole number
Numerator	The number above the line in the fraction.
Denominator	The number below the line in the fraction, the number of parts the whole is divided into.
Interval	A number or fraction between two other numbers or fractions.
Mixed number	A whole number and a fraction together
Tenth	Dividing into 10 equal parts

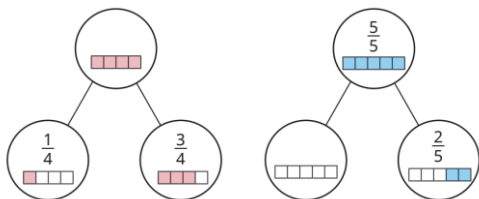
Our Small Steps of Learning	
Step 1	Understand the denominators of unit fractions
Step 2	Compare and order unit fractions
Step 3	Understand the numerators of non-unit fractions
Step 4	Understand the whole
Step 5	Compare and order non-unit fractions
Step 6	Fractions and scales
Step 7	Fractions on a number line
Step 8	Count in fractions on a number line
Step 9	Equivalent fractions on a number line
Step 10	Equivalent fractions as bar models

Key Questions
<ul style="list-style-type: none"> Is the diagram split into equal parts? How many equal parts are there? How many parts are shaded? What is the denominator of the fraction? How do you know? Which is the greater/smaller denominator? Which is the greater/smaller fraction? If the denominators are the same, how can you compare the fractions? How many equal parts are there? What is the denominator of the fraction? How far along the scale is the arrow/water? What is the numerator of the fraction? When marking intervals on a number line, where is a helpful place to start?

Links to Prior Learning
<ul style="list-style-type: none"> Recognising common fractions in Year 1 and Year 2 Find common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$ of an amount) in Year 1 and 2. Split objects and amounts into two equal parts in Reception.



• Complete the part-whole models.



What fraction of each bar model is shaded?



How do you know?

Year 3 - Spring 2 - Maths

Key Knowledge
<ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Recognise and show, using diagrams, equivalent fractions with small denominators

Mass and Capacity - Measurement



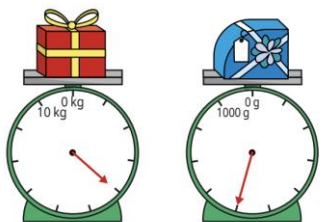
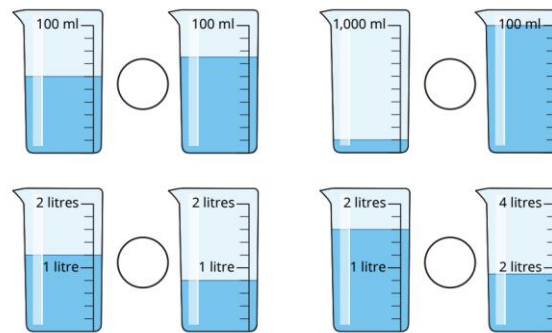
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Essential Vocabulary	
Compare	Estimate, measure, or note the similarity or dissimilarity between
Order	The arrangement of things in relation to each other
Capacity	The maximum amount that something can contain
Interval	A number or fraction between two other numbers or fractions.
Unit of measurement	The process that uses numbers to define and describe a physical quality
Convert	Change the form, character or function of something

Our Small Steps of Learning	
Step 1	Use scales
Step 2	Measure mass in grams
Step 3	Measure mass in kilograms and grams
Step 4	Equivalent masses (kilograms and grams)
Step 5	Compare mass
Step 6	Add and subtract mass
Step 7	Measure capacity and volume in millilitres
Step 8	Measure capacity and volume in litres and millilitres
Step 9	Equivalent capacities and volumes (litres and millilitres)
Step 10	Compare capacity and volume
Step 11	Add and subtract capacity and volume

Key Questions
<ul style="list-style-type: none"> • What does "mass" mean? • What units do you use to measure mass? • What is the start/end value on the scale? • What are kilograms and grams? What is the same and what is different about them? • How many grams are there in 1 kg? • Which object is heavier/lighter? How do you know? • Which is heavier: 1 kg or 100 g? • Which is heavier: 1 kg and 100 g or 1 kg and 400 g? • How can you work out halfway between two marks? • What unit is the volume/capacity measured in?

Links to Prior Learning
<ul style="list-style-type: none"> • Using the language of measure in EYFS • Exploring measure through play in EYFS • In Year 1 measuring length, height, mass, capacity and volume. • In Year 2, use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.

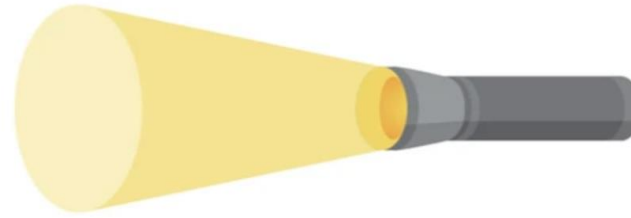


Year 3 - Spring 2 - Maths

Key Knowledge
<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)



Light



Key Knowledge

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change

Key Questions

- Where does light come from?
- What does reflection mean?
- How light can help and harm us!



Essential Vocabulary

Reflection	Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object.
Shadows	A shadow is created when an opaque material or object is placed in front of a light source and prevents the light from passing through. It creates a dark area or shape on a surface as a result.
Light source	A light source is anything that makes its own light, whether it is natural or artificial.

Links to Prior Learning

What is man-made and what is natural? (Year 1)
If an object or substance is **opaque**, you cannot see through it. (Year 1)
Identify and compare a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Year 2)

Enquiry Skills - Science Disciplines

Asking relevant questions and using different types of scientific enquiries to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identifying differences, similarities or changes related to simple scientific ideas and processes.

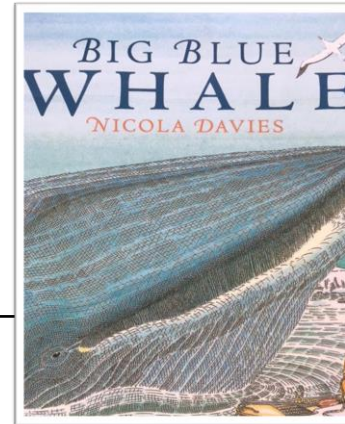
Using straightforward scientific evidence to answer questions to support their findings.

Non-Fiction - Information



Essential Vocabulary	
Contraction	A contraction is a word made by shortening and combining two words. e.g. can not - can't
Possessive nouns	Nouns that show ownership or a direct connection. e.g. 's
Adverbs	Modifies the verb. In the sentence "Don't drive fast," the word "fast" is an adverb because it's modifying the verb "drive."
Group related paragraphs	Organising paragraphs into themes of relevant information. Point- evidence- explain
Non-fiction	Writing that is factual and informative.
Alliteration	Occurrence of the same letter or sound at the beginning of adjacent or closely connected words. e.g. seven sizzling sausages
Preposition	A word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. e.g. in, on, of, at, to

Key Knowledge
<p>Our writing will be inspired 'Big Blue Whale' by Nicola Davies. This chatty picture book describes, in detail, the dimensions, eating habits and life-cycle</p> <p>We will explore the text on many different levels and complete activities such as role play, fact file writing and questioning to deepen our understanding on non-fiction texts. We will also consider influential people within the world that will help us on our quest to protect the endangered species.</p> <p>We will conclude this text by writing a non-fiction informative article about whales, persuading for their Protection, this may also include a fact file about other endangered species.</p>



Key Skills
<ul style="list-style-type: none"> Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and sub-headings to aid presentation Assess the effectiveness of own and others' writing Use persuasive language e.g. alliteration, repetition Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings, closing statement

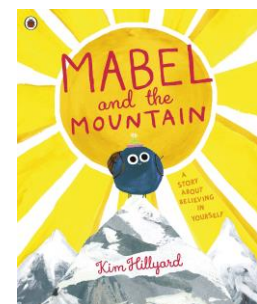
Links to Prior Learning
<ul style="list-style-type: none"> Science- (KSI) Animals Including Humans English- (KSI and 2) Non-Fiction texts

Key Questions
<ul style="list-style-type: none"> Why are blue whales in danger? What whales live near us? How many types of whales are there? How can famous people help with the quest to save blue whales?



Essential Vocabulary	
Physical geography	vegetation, mountains, earthquakes, tectonic plates, volcanoes, erosion, relief map, contour, peak, valley, gradient, cliff, height, landscape, altitude, elevation, topography, the water cycle, deforestation
Human geography	types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water, mountain rescue, farmland, tourism
Locational	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle

Spring 1 - Key Knowledge
<ul style="list-style-type: none"> • Knowledge of volcanoes and earthquakes in simple terms including key features of the places which experience volcanoes and earthquakes around the world. • Knowledge of how a mountain forms and where mountains can be located in the U.K. • Knowledge of how landscapes are changed by extreme physical events. • Knowledge of mountains in the U.K and Europe on a local, national and international scale. • Knowledge of the key similarities and differences between The Alps (Europe) and The Peak District (The U.K)
Spring 2 - Key Knowledge and Fieldwork Skills
<ul style="list-style-type: none"> • Knowledge of the human and physical geography impact upon people living in mountainous areas of the U.K. • Knowledge of settlement, land use, economic activity and natural resource distribution in the countries studied. • Observe, measure and record the local geography using sketch maps and graphs. • Conduct surveys and simple questionnaires • Use of simple equipment such as quadrats to measure and record data.

Story Stimulus
 <p>Mabel and the Mountain by Kim Hillyard</p>
Fieldwork Visit
<ul style="list-style-type: none"> • Fieldwork case study - Heaton Park, Manchester - A study on the journey of a rambler in Heaton Park • Bolton Mountain Rescue quest speakers.

Key Skills
<ul style="list-style-type: none"> • Name and locate some of the world's countries on a map, focussing on Europe as well as regions in the U.K. Notice their environmental regions, key physical and human characteristics, major cities within them and some topographical features too. • Use of a wider geographical vocabulary bank to describe places or geographical features in different ways. Use of mathematical and scientific vocabulary to describe geographical features and processes. • Use of world maps, atlases and globes and OS symbols to identify human and physical characteristics of regions in Europe. • Use of atlas indexes to locate places, as well as use of a key. Using maps, scale/distances are understood in conjunction with mathematical skills. • Use of the 8 points of a compass and 4 figure coordinates. Use of ariel photographs and satellite images.

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> • What is the mood/feeling of pieces of the piece of music? • Who is the composer/writer? • Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> • What are the key principles to warming up our voices? • Is your voice ready for singing? Why/why not?
Perform (vocal/instrumental)
<ul style="list-style-type: none"> • How can you engage with the audience to enhance the performance quality? • What were your reflections on the live/recorded performance? • How will you work effectively to improvise a successful performance?

Wider Opportunities	
Listening suggestions for this term	
	Elton John Can you feel the love tonight
	Simply Red Stars
	Sinead O'Connor Nothing Compares
Music groups in our local area	
<ul style="list-style-type: none"> • Trafford Music Service (choirs and instrument lessons) • Sale Youth Choir • One Education Music Centre • Greater Manchester Music Hub 	

Links to Prior Learning
In Autumn, Year 3 have learned about dynamics in order to respond to the leaders' directions or visual symbols. Year 3 have listened to pieces of music from a variety of cultures and genres and begun to compare them through peer/group discussions.

Key Knowledge
<ul style="list-style-type: none"> • Recognising the varying tempo in pieces of music and mark this by tapping and clapping. • Recognising staff lines, spaces and clef as well as some dot notation of higher and lower pitches in order to play the recorder with accuracy and at different tempos. • Ability to improvise using voices or the recorder, combined to perform alongside peers.

Christianity: Easter: Was the crucifixion of Jesus a sacrifice?



Essential Vocabulary	
Roman	A cultural group that ruled from the 2nd century BC to the 5th century AD across large areas of Europe.
Crucifixion	A method of execution by being nailed or hung from a cross.
Hebrew	The Israelites' immediate forebears who dwelt in the land of Canaan
Sacrifice	To give up something for the sake of others.
New Testament	the second division of the Christian biblical canon

Links to Prior Learning	
<ul style="list-style-type: none"> Who is a Christian and what do they believe? Year 1. How and why do we celebrate special and sacred times? Year 1 Christianity and good news. Year 2 	

Key Knowledge
<ul style="list-style-type: none"> The Roman authorities and the Jewish council wanted Jesus dead. He was a political and social trouble-maker. The theme of Jesus's death as a sacrifice is most drawn out in the Letter to the Hebrews. The sacrifice of Christ is seen as the perfect sacrifice. The New Testament frequently describes Jesus's death and resurrection as a victory over evil. Christ went to death knowingly (Mark 8:31), with full understanding that He would suffer on a cross and that He would be raised from death (Luke 24:46)

Key Skills
<ul style="list-style-type: none"> Identify similarities and differences between religions and beliefs. - Investigate and connect features of religion and belief. Identify similarities and differences in religious, spiritual and moral stories. Identify the impacts of people's beliefs and practices on people's lives. Make links between religious beliefs and practices.

Key Questions
<ul style="list-style-type: none"> Why was Jesus arrested? What is the atonement? What is the difference between a cross and a crucifix? Was the cross a symbol of sacrifice, victory or forgiveness? Was it really a sacrifice if Jesus knew he would be resurrected?

In a French Classroom

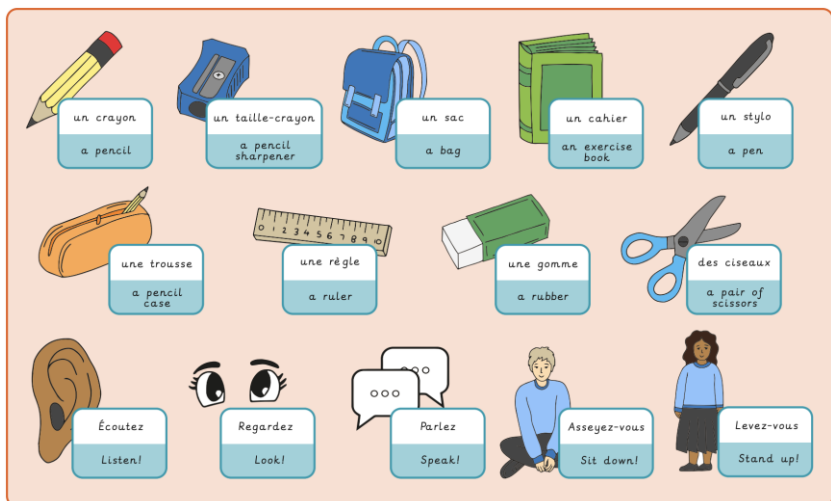
Year 3 Spring 2



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Essential Vocabulary



In French, nouns are either masculine or feminine.

un is used for masculine singular nouns.

un crayon = masculine

a pencil



une is used for feminine singular nouns.

une trousse = feminine

a pencil case



When the noun is plural (more than one), we normally add an s like in English.

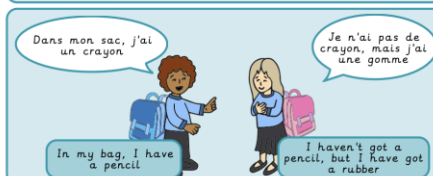
deux crayons

two pencils



Avoir : To have	
J'ai	I have
Tu as	You have
To change the phrase into a negative we add ne ... pas around the verb	
Je n'ai pas de	I don't have a

Connectives	
et	and
mais	but
Other phrases	
dans mon sac	in my bag



Key Questions

- Can you understand and respond to simple classroom rules?
- Can you name school bag items and recognise if they are masculine or feminine?
- Can you answer a question about something you do/do not have?
- Can you read and understand short sentences?
- Can you prepare and present a short spoken text?

Key Skills

- Listen and respond to single words and short phrases
- Notice common spelling patterns
- Recognise familiar French words in written form
- Notice cognates and near cognates
- Use visual cues to make predictions about the meaning of unfamiliar vocabulary
- Ask/answer simple questions
- Form simple statements with information including the negative
- Speak with a partner
- Recognise intonation and gesture to differentiate between statements and questions
- Use short phrases to give information
- Repeat key phonemes
- Repeat short phrases with increasing accuracy and confidence
- Recall and write simple words from memory
- Recognise and use adjectives of colour and size

Key Knowledge

- Recognise that some letters carry accents that change their sound
- Understand that every French noun is either masculine or feminine
- Know that adjectives are placed after the noun
- Know that adjectives of size are placed before the noun
- now that we can use conjunctions such as *et* and *puis*

Christianity: Easter: Was the crucifixion of Jesus a sacrifice?



Essential Vocabulary	
Roman	A cultural group that ruled from the 2nd century BC to the 5th century AD across large areas of Europe.
Crucifixion	A method of execution by being nailed or hung from a cross.
Hebrew	The Israelites' immediate forebears who dwelt in the land of Canaan
Sacrifice	To give up something for the sake of others.
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Mechanisms: Pneumatic Toys

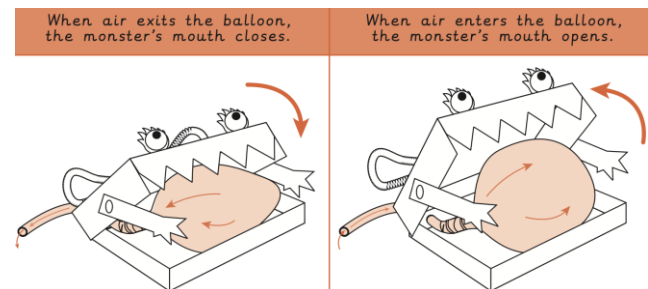
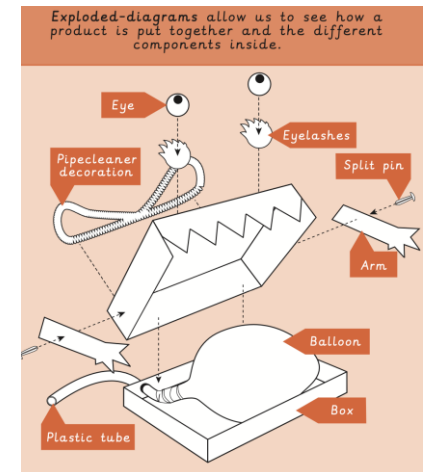
Essential Vocabulary	
Exploded-diagram	A diagram which shows all parts of a product, including the internal and external parts.
Function	How something works.
Input	The motion used to start a mechanism.
Output	The motion that happens as a result of starting the input.
Pneumatic system	A mechanism that runs on air or compressed gas.
Thumbnail sketch	Small drawings to get ideas down on paper quickly.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Motion	The movement an object makes when controlled by an input or output.

Links to Prior Learning	
<ul style="list-style-type: none"> In year 2, children made moving monsters and a fairground wheel. Children will have good understanding of what a mechanism is and the key features of a mechanism: pivot, lever, linkage. Developed evaluation skills of final product. 	

Key Knowledge
<ul style="list-style-type: none"> To understand how pneumatic systems work. To understand that pneumatic systems can be used as part of a mechanism. To know that pneumatic systems operate by drawing in, releasing and compressing air.

Key Skills
<ul style="list-style-type: none"> Designing a toy that uses a pneumatic system. Developing design criteria from a design brief. Generating ideas using thumbnail sketches and exploded diagrams. Learning that different types of drawings are used in design to explain ideas clearly. Creating a pneumatic system to create a desired motion. Building secure housing for a pneumatic system. Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. Selecting materials due to their functional and aesthetic characteristics. Manipulating materials to create different effects by cutting, creasing, folding and weaving. Using the views of others to improve designs. Testing and modifying the outcome, suggesting improvements. Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.

Key Questions
<ul style="list-style-type: none"> What is the function of compressed gas or air on your toy? What will allow your toy to move in a smooth motion? What is the purpose of an exploded diagram? How will this aid your assembling process?



Electronics: Electric poster

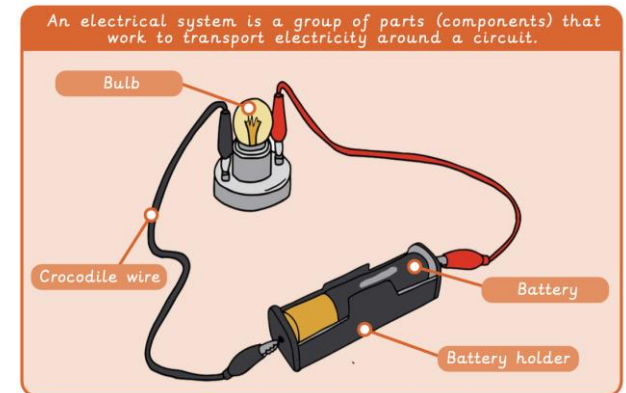
Essential Vocabulary	
Battery	A cell or connected group of cells which store electrical energy.
Circuit	A collection of components which make an electrical system.
Crocodile wire	A thick piece of copper thread which conducts electricity to connect circuit components together.
Electrical system	A group of parts that work together to transport electricity around a circuit.
bulb	A component which gives light when electricity passes through it.
Circuit component	One of several parts that complete a circuit.
Electric product	An electrical product is an object that uses an electrical system to make work.

Key Knowledge
<p>To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.</p> <p>To understand common features of an electric product (switch, battery or plug, dials, buttons etc.)</p> <p>To list examples of common electric products (kettle, remote control etc.)</p> <p>To understand that an electric product uses an electrical system to work (function).</p> <p>To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.</p>

Links to Prior Learning
<ul style="list-style-type: none"> In year 3, children will have learnt about light and electricity, this will aid them in progressing this knowledge and applying it to circuits. Children will have done programming and designing in computing which will be useful when designing their final electronic poster.

Key Skills
<ul style="list-style-type: none"> Carrying out research based on a given topic (e.g. The Romans) to develop a range of initial ideas. Generating a final design for the electric poster with consideration for the client's needs and design criteria. Planning the positioning of the bulb (circuit component) and its purpose. Mounting the poster onto corrugated card to improve its strength and withstand the weight of the circuit on the rear. Measuring and marking materials out using a template or ruler. Fitting an electrical component (bulb). Learning ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge). Learning to give and accept constructive criticism on own work and the work of others. Testing the success of initial ideas against the design criteria and justifying opinions. Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs.

Key Questions
<ul style="list-style-type: none"> How will your target audience impact the design of your final product? What components are needed for a successful circuit?



Year 3 - Spring 2- Computing

Data and information - Branching databases

Essential Vocabulary	
Branching Database	A tree-like structure used to find information by asking questions and following branches to answers.
Attribute:	A characteristic or property of something, like its color, size, or shape.
Value:	Describes an attribute, such as "red" for color or "big" for size.
Decision Tree:	An organized way of making decisions by asking questions and following branches to reach an answer.
Structure:	The way something is organized or put together, especially in computing referring to how data is arranged.
Table:	An organized grid of rows and columns used to display information.
Organise:	To arrange things neatly and systematically.
Equal:	Having the same value or being the same in amount or size.
Even:	Numbers divisible by 2 without leaving a remainder.
Separate:	To divide or move things apart.
Objects:	Things we can see, touch, or interact with; in computing, they are basic units representing various items like people or animals.

Links to Prior Learning
<ul style="list-style-type: none"> In Year 2, the children learnt how to create pictograms.

Key Knowledge
<ul style="list-style-type: none"> Investigate questions with yes/no answers Make up a yes/no question about a collection of objects Create two groups of objects separated by one attribute Select an attribute to separate objects into groups Create a group of objects within an existing group Arrange objects into a tree structure. Select objects to arrange in a branching database Group objects using my own yes/no questions Test my branching database to see if it works I can create yes/no questions using given attributes Compare two branching database structures Explain that questions need to be ordered carefully to split objects into similarly sized groups Independently create questions to use in a branching database Create questions that will enable objects to be uniquely identified Create a physical version of a branching database Create a branching database that reflects my plan Work with a partner to test my identification tool Suggest real-world uses for branching databases

Key Skills (NC Skills)
<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly</p>

Online Safety
<ul style="list-style-type: none"> I can explain why some online activities have age restrictions. I can explain how children can be pressured into watching or doing something online. I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable

Key Questions
<p>What is a database and why do we use it?</p> <p>How do we organize data in a database?</p> <p>How do we add, edit, and search for information in a database?</p> <p>What are primary keys and why are they important?</p> <p>How do we extract specific information from a database using queries?</p> <p>How can we use databases responsibly and ethically in our everyday lives?</p>



Essential Vocabulary	
scissor kick	a kick in which the legs make a sharp snapping movement like that of a pair of scissors.
baton passing	The "upswEEP" involves the incoming athlete passing the baton upward into the receiving hand.
over - arm throw	made with the arm moving above the shoulder
triple-jump technique	athletes sprint down a runway and perform three jumps in a row before landing in a sandpit. The three jumps are referred to as a hop, skip (or step) and jump
hurdle technique	Bring your leading leg up quickly, and point it towards the hurdle. Then, extend your knee once it reaches the height of the barrier

Links to Prior Learning
<ul style="list-style-type: none"> Build upon Year 2 learning a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others

Key Knowledge
<ul style="list-style-type: none"> How to start a sprint race. The importance of keeping my first few metres low and powerful. Which my take off foot is. The technique associated with hurdling That my furthest point backwards in long jump triple jump is the point measured in competition. To run in an arc & to approach the bar sideways on when high jumping How to receive and transfer a baton safely. I can improve on personal bests.

Key Skills
<ul style="list-style-type: none"> Develop my coordination to improve speed. Hurdle consistently and efficiently. I can scissor kick Throw over arm with power for distance and accuracy. Accurately replicate the technique for running, jumping and throwing events Run a relay efficiently as part of a team. Replicate the techniques for running, jumping and throwing events in competitive situations. Challenge myself to beat previous performances.

Key Questions
<ul style="list-style-type: none"> How do you start a sprint race? Which is your take off foot? Discuss the technique needed for successful hurdling. How do you measure long jump? How do you measure triple jump? Discuss the technique needed to pass the baton smoothly in the relay. What challenges can you set yourself to achieve personal bests in competitive situations?

