



Year 3 Curriculum Map

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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ENGLISH	Wolves in the Wall by Neil Gaiman An Anthology of Intriguing Animals by Ben Hoare Writing Genres: • Narrative • Non-chronological report Grammar • Full stops • Capital letters • Exclamation marks • Question marks • Word classes • Complex sentences • Prepositions • Time adverbials • Relative pronouns • Commas to separate clauses • Inverted commas Spellings • sion / tion • Prefixes • Homophones and near homophones Reading- Wolves in the Wall by Neil Gaiman Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency	Stone Age Boy by Katoshi Kitamura The Street Beneath My Feet by Charlotte Guillain Writing Genres: • Narrative • Explanation Grammar • Prepositional phrases • Adverbs • Adverbial phrases • Direct speech • Noun phrases • Relative pronouns • Commas to separate clauses • Tenses Spellings • sure / ture • -ous, -ious • Contractions • Possessive apostrophe with plural words Reading Stone Age Boy by Satoshi Kitamura Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary;	George's Marvellous Medicine by Roald Dahl My Strong Mind by Niels van Hove and Vanlaldik Writing Genres: • Narrative • Instruction Grammar • Noun phrases • Inverted commas • Word classes • Commands • Exclamations • Adverbials • Dialogue • Adjectives • Parenthesis • Subordinating conjunctions • Complex sentences • Imperative verbs Reading- George's Marvellous Medicine by Roald Dahl Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used	The Magic Paintbrush by Julia Donaldson and Joel Stewart The Colour Collector by Nicholas Solis and Renia Metallinou Writing Genres: • Narrative • Poetry Grammar • Dialogue • Imperative verbs • Prepositions • Adverbials • Prepositional phrases • Inverted commas • Sentence structures • Time adverbials • Adjectives • Noun phrases • Complex sentences • Conjunctions • Relative pronouns • Suffixes • Verbs Spellings • /i/ spelled 'y' • /ʌ/ spelled 'ou' • Contractions • Possessive apostrophe with plural words Reading -Varjak Paw Children will explore texts through a diet of content-led reading domains: author	The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith Climate Action by Georgina Stevens and Katie Rewse Writing Genres: • Narrative • Non-fiction - Newspaper article Grammar • Adjectives • Time and place adverbials • Coordinating conjunctions • Complex sentences • Subordinate clauses • Inverted commas • Determiners • Adjectives • Tenses • Subordinating conjunctions • Verbs • Colons • Noun phrases • Preposition • Commas in lists • Possessive apostrophes • Modal verbs Spellings • /k/ and /j/ spelled 'ch' • /g/ spelled -gue and /k/ spelled -que • Homophones and near homophones Reading- Firework Maker's Daughter	I Asked the Little Boy who Could not See- Anon The Gardener by Sarah Stewart Writing Genres: • Poetry • Letter writing Grammar • Inverted commas • Parenthesis • Adjectives • Superlatives • Adverbs • Sentence types (questions.) • Adverbials • Verbs Spellings • /s/ spelled sc • /eɪ/ spelled ei, eigh, or ey • Possessive apostrophe with plural words Reading- Charlotte's Web by E.B. White Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary;



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	(punctuation, rate, phrasing and expression.)	prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	to improve fluency (punctuation, rate, phrasing and expression.) Spellings • Adding suffixes beginning with a vowel to polysyllabic words • cian / ssion • Homophones and near homophones	choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)
MATHS	Place Value: Represent numbers to 100; Partition numbers to 100; Number line to 100; Hundreds; Represent numbers to 1,000; Partition numbers to 1,000; Flexible partitioning of numbers to 1,000; Hundreds, tens and ones; Find 1, 10 or 100 more or less; Number line to 1,000; Estimate on a number line to 1,000; Compare numbers to 1,000; Order numbers to 1,000; Count in 50s. Addition and Subtraction: Apply number bonds within 10; Add and subtract 1s; Add and subtract 10s; Add and subtract 100s; Spot the pattern; Add 1s across a 10; Add 10s across a 100; Subtract 1s across a 10; Subtract 10s across a 100; Make connections Add two numbers (no exchange;) Subtract two numbers (no exchange;) Add two numbers (across a 10;) Add two numbers (across a 100;) Subtract two numbers (across a 10;) Subtract two numbers (across a 100;) Subtract a 2-digit number from a 3-digit number; Complements to 100; Estimate answers; Inverse operations Make decisions. Multiplication and Division (A) : Multiplication – equal groups; Use arrays; Multiples of 2; Multiples of 5 and 10; Sharing and grouping; Multiply by 3; Divide by 3; The 3 times-table; Multiply by 4; Divide by 4; The 4 times-table; Multiply by 8; Divide by 8; The 8 times-table; The 2, 4 and 8 times-tables.		Multiplication and Division (B): Multiples of 10; Related calculations; Reasoning about multiplication; Multiply a 2-digit number by a 1-digit number – no exchange; Multiply a 2-digit number by a 1-digit number – with exchange; Link multiplication and division; Divide a 2-digit number by a 1-digit number – no exchange; Divide 2 digit number by a 1-digit number - flexible; Divide a 2-digit number by a 1-digit number – with remainders; Scaling How many ways? Length and Perimeter: Measure in metres and centimetres; Measure in millimetres; Measure in centimetres and millimetres; Metres, centimetres and millimetres; Equivalent lengths (metres and centimetres); Equivalent lengths (centimetres and millimetres); Compare lengths; Add lengths; Subtract lengths; What is perimeter? Measure perimeter; Calculate perimeter. Fractions (A) : Denominators; Compare and order unit fractions; Understand the numerators of non-unit fractions; Understand the whole; Compare and order non-unit fractions; Fractions and scales; Fractions on a number line; Count in fractions on a number line; Equivalent fractions on a number line; Equivalent fractions as bar models. Mass and Capacity: Use scales; Measure mass in grams; Measure mass in kilograms and grams; Equivalent masses (kilograms and grams); Compare mass; Add and subtract mass; Measure capacity and volume in millilitres; Measure capacity and volume in litres and millilitres; Equivalent capacities and volumes (litres and millilitres); Compare capacity and volume; Add and subtract capacity and volume.		Fractions (B): Add fractions; Subtract fractions; Partition the whole; Unit fractions of a set of objects; Non-unit fractions of a set of objects; Reasoning with fractions of an amount. Money: Pounds and pence; Convert pounds and pence; Add money; Subtract money; Find change. Time: Roman numerals to 12; Tell the time to 5 minutes; Tell the time to the minute; Read time on a digital clock; Use am and pm; Years, months and days; Days and hours; Hours and minutes – use start and end times; Hours and minutes - use durations; Minutes and seconds; Units of time; Solve problems with time. Shape: Turns and angles; Right angles; Compare angles; Measure and draw accurately; Horizontal and vertical; Parallel and perpendicular; Recognise and describe 2-D shapes; Draw polygons. Statistics: Interpret pictograms; Draw pictograms Interpret bar charts; Draw bar charts; Collect and represent data; Two-way tables.	
HISTORY	Stone Age Britain: What do Archaeologists think they know about it?		Ancient Egypt: What stayed the same across 3,00 years?		Ancient Sumer: What made other ancient civilisations similar?	



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GEOG						
SCIENCE	<u>Biology</u> Skeletons and Muscles Children will learn: - what a human skeleton looks like - what the function of the human skeleton is in terms of movement, support and protection - how bones and muscles work together - the different types of muscle found within our bodies - how skeletons vary between different animals – endoskeletons, exoskeletons and hydrostatic skeletons - what nutrition is and how it is obtained through eating different food groups - how different animals get the nutrition they need	<u>Chemistry</u> Rocks and Fossils Children will learn: - what rocks are and how they can be classified as either sedimentary, igneous or metamorphic - the properties of different types of rocks – in particular, durability and permeability - how different rocks can be used and how those uses are based upon their properties - what fossils are and what they can tell us about the past - who Mary Anning was - the process of fossilisation and the different types of fossil - what soil is, what soil is made from and whether all soils are the same	<u>Physics</u> Light and Shadows Children will learn: - There are different sources of light and those sources can be natural or man-made - who Thomas Edison was and why he is considered significant - darkness is the absence of light and light allows us to see things - light is reflected from surfaces - some objects are opaque, some are transparent, and some are translucent - shadows are formed when light is blocked by an opaque object - position, shape and size of a shadow can be varied - light is dangerous and we can take steps to protecting our ourselves from the Sun - the different uses of mirrors	<u>Biology</u> Plants Children will learn: - what a plant needs to grow - the impact of fertiliser on a growing plant - plants have roots to absorb water and nutrients but also to anchor the plant in the ground - plants have a stem as it is needed to support the plant and transport water from the roots - plants have leaves because they play an important part in how a plant produces its own food - that flowering plants produce flowers as an important part of their lifecycle - the stages in the lifecycle of a flowering plant	<u>Physics</u> Forces and Magnets Children will learn: - what forces are in terms of pushes and pulls - that gravity and friction are forces - how objects move on different surfaces - what a magnet is and what different magnets look like - that a magnet has two poles - how magnets react to each other - that materials can be magnetic or non-magnetic - how to investigate whether a material is magnetic - how magnets are used in real-life scenarios to make some tasks much easier	
ART/ DT	<u>Art – Gestural Drawing with charcoal</u> <u>Disciplines:</u> Drawing, Sketchbooks <u>Artists:</u> Heather Hansen, Laura McKendry, Edgar Degas	<u>Design Technology - Cooking and Nutrition</u> Design: - Design appealing products for specific user - Generating ideas and communicating	<u>Art – working with shape and colour</u> <u>Disciplines:</u> Printmaking (Stencil/Screen Print), Collage <u>Artists:</u> Henri Matisse, Claire Willberg	<u>Design Technology - Mechanical Systems</u> Design: - Generate realistic ideas and use annotated sketches and prototypes to develop model. - Design purposeful and functional product	<u>Art – cloth, thread, paint</u> <u>Disciplines:</u> Painting, Sewing, Drawing, Sketchbooks <u>Artists:</u> Alice Kettle, Hannah Rae	<u>Design Technology - Shell Structures</u> Design: - Use research to inform the design of innovative, functional products fit for purpose. - Explore how structures can be made stronger, stiffer and more stable.



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<u>Key Concepts:</u> - That when we draw we can use gestural marks to make work. - That when we draw we can use the expressive marks we make to create a sense of drama. - That when we draw we can move around. - That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. Children are: - Discovering how to make drawings that capture a sense of drama or performance using charcoal. - Using the qualities of the medium to work in dynamic ways. - Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.	through discussions and drawings (labelling plan). Make: - Selecting a range of ingredients that could work well together. - Using simple utensils and equipment. Evaluate: - Does my meal match my brief?	<u>Key Concepts:</u> - That we can be inspired by key artworks and make our own work in creative response. - That we can use shape and colour as a way to simplify elements of the world. - That shapes have both a positive and negative element. - That we can arrange shapes to create exciting compositions. - That we can build up imagery through layering shapes. - That we can use collage to inspire prints. Children are: - Looking and using the "Show Me What You See" technique to explore artwork from a particular artist, movement or era, exploring how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. - Using first collage, then simple printmaking methods, to create meaningful compositions in response to the original artworks they looked at.	- Explore existing products with levers and linkages Make: - Select and use tools with some accuracy to cut, shape and join paper and card Evaluate: - Test and evaluate products	<u>Key Concepts:</u> - That artists can combine art and craft using painting and sewing together to make art. - That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. - That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. - That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. <u>Children are:</u> - Introduced to artists that combine paint and sewing, art and craft, to make work. - Exploring how these artists use fabric, paint and thread to make work in response to landscapes - Creating an underpainting on cloth, using paint in a fluid and intuitive way.	- Explain design using talk and drawings. Make: - Select from and use a wide range of materials and components, according to their characteristics - Construct strong, stiff shell structures that meet eco criteria. Evaluate: - Evaluate their ideas against design criteria. Consider the views of others to improve their design ideas.
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RE	Introduction to Judaism		Christianity: Teachings and Action		Islam: Visual Art	
	Judaism: Beliefs - Looking at the demographics of Judaism in London and globally - Learning the key ideas behind Judaism including covenant, Tanakh, mitzvoh and Shabbat - Looking at the Temple in Jerusalem and its destruction Judaism: Practices - Learning about the synagogue, Bah Mitzvah, and the festivals of Hanukkah and Rosh Hashanah		What evidence of Christianity is there in London? - Looking at the history of St Paul's Cathedral and Catholic churches in London - Looking at Christian art in the National Gallery - Learning about baptism and evangelism through their presence in London What did Jesus teach about the poor? - Learning about Jesus's teachings on poverty and charity - Looking at life in a religious community and how people live out these teachings		What does Islamic art teach us about Allah? - Learning about Islamic ideas of Allah through repeating tile patterns, decorate Qur'ans and Arabic calligraphy - Designing a repeating tile pattern using symmetry What symbols are important in religion? - Learning about the importance of symbols in different religions including the Star of David, ICTHUS fish and Islamic star - Thinking about the meaning of symbols more generally and where we see them in our day-to-day lives	
Music	Musical Spotlight: Writing Music Down Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave. Social Question: How Does Music Bring Us Closer Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Reading notation is introduced as an option in year 3	Musical Spotlight: Playing in a Band Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds. Social Question: What Stories Does Music Tell Us About the Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Reading notation is introduced as an option in year 3.	Musical Spotlight: Compose Using Your Imagination Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? Social Question: How Does Music Make the World a Better Place? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B Reading notation is introduced as an option in year 3	Musical Spotlight: More Musical Styles Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit. Social Question: How Does Music Help Us Get to Know Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B Reading notation is introduced as an option in year 3.	Musical Spotlight: Enjoying Improvisation Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat? Social Question: How Does Music Make a Difference to Us Every Day? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B Reading notation is introduced as an option in year 3.	Musical Spotlight: Opening Night Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! Social Question: How Does Music Connect Us with Our Planet? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B Reading notation is introduced as an option in year 3



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FRENCH	I'm Learning French J'apprends le Français Pupils will learn to: - Find France on a map and learn some key facts about France/French speaking countries - Say hello and goodbye in French - Say 'my name is/I am called,' in French - Ask somebody their name in French - Ask somebody how they are feeling in French - Say how I am feeling in French - Read, write, say and recognise numbers 1-10 in French - Read, write, say and recognise ten key colours in French	Shapes Les Formes Pupils will learn to: - Recognise and recall 10 shapes with their determiners/indefinite articles - Understand more about the 2 determiners/indefinite articles for 'a/an' - Revise numbers 1-5 and express how many of each shape they can see - Use their new knowledge on shapes in a variety of creative tasks	Animals Les Animaux Pupils will learn to: - Understand that all nouns in French are either masculine or feminine - Read, write and say the French masculine word for 'a' - Read, write and say the French feminine word for 'a' - Say up to 10 animals in French with the correct word for 'a' - Read up to 10 animals in French with the correct word for 'a'	I am able Je peux... Pupils will learn to: - Recognise and recall 5 verbs in French - Use the structure 'je peux...' with the infinitive verbs - Use the negative structure 'je ne peux pas...' followed by infinitive verbs - Use the conjunctions 'et' (and) & 'mais' (but) to extend sentences	Seasons Les saisons Pupils will learn to: - Recognise and recall the 4 seasons with the correct determiners/articles - Construct a short phrase about each of the 4 seasons - Express which is their favourite season	
COMPUTING	Digital Literacy E-safety Revisited throughout the academic year. The children will learn... - To talk about the various uses of technology - To talk about what makes a secure password and why they are important - To talk about ways they can protect their personal information online - To report concerns to an adult - To be positive and kind online	Information Technology PowerPoint The children will learn... - To identify key words to use when searching on the internet - To create a hyperlink to a resource on the internet - To use a keyboard confidently and make use of a spellchecker to write and review work - To create, modify and present documents for a particular purpose - To confidently save and open files	Information Technology Excel The children will learn... - To talk about the different ways data can be organised - To collect data to help answer a question - To make and save a chart or graph using the data collected - To search a readymade data table to answer questions	Digital Literacy Emails The children will learn... - To discuss ways to communicate with others online and begin to identify their benefits - To compose and send an email to a friend - To check their inbox for emails - To open an email and reply appropriately - To attach an image to an email	Computer Science Coding and algorithms The children will learn... - To put programming commands into a sequence to achieve a specific outcome - To use repeat commands - To recognise when to debug a program - To describe the algorithm I will need for a simple task - To detect a problem in an algorithm which could result in unsuccessful programming	
PSHE	Resilience and Reflection Children will focus on identifying their own emotions. They will understand the process of learning including developing resilience and overcoming barriers. What has been your experience of lockdown and how are you feeling about returning to school?	Safety Online Children will learn how to stay safe on the internet including interacting with people safely and respectfully and appropriate information to share online. They will also discuss levels of time spent	Exercise Children will understand the positive and negative impact of exercise on our minds and body. - Can exercise be fun, quick and free? - Why is being active good for our minds and our bodies?	What I Like Children will be able to express their interests and understand what is important to me. They will also understand how to express a difference in opinion. - What are my likes and dislikes? - What is important to me?	Stereotypes Children will understand assumptions and stereotypes and how to challenge traditional stereotypes. - Boys Vs Girls Men Vs Women - What is it like when people make assumptions about you? - How can I know what to say when people say things based on stereotypes?	YAS Being Part of a Community Children will understand different communities including; class, family and local area. - What is my class community? - How do I belong to my community?



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	- What qualities do Resilient Riley and Creative Curtis have that make them more effective learners? - How does Independent Isha become an effective learner? - How can I deal with difficult situations in my life? - How can Petr Participate and Collaborative Twins help themselves and others learn?	gaming and the effects of this. - What is good and bad about the internet? - How are online friends different from friends in the real world? - ThinkUKnow: Jessie and Friends - What is my personal information? - What advice about being safe online do pupils in Year 3 need to know? - Is too much gaming bad for you?	- What happens to my body if I don't exercise? - Why is it good for us to spend time outdoors? - What are the signs I might be getting ill and who can I go to if I am worried?	- What do I do if I don't agree? - What can I do and where can I go for help if I'm worried or uncomfortable?	Can we change traditional stereotypes?	- What is my family community? - How can I help the people in my community? - How can we design a community centre that is suitable for everyone?
PE	PE - Health and Fitness - I can follow some complex aerobic steps in time to a beat. - I can demonstrate a push up with accuracy - I can take part in a simple interval circuit including jogging, jumping, bending and stepping. - I can explain why it is important to warm-up and cool-down. - I can explain which muscles are working during a push up.	PE - gymnastics - I can perform a sequence with strength, balance and control. - I can roll forwards safely. - I can climb on the apparatus safely - I can begin to use the equipment in my gymnastics routine. - I can use the skills I have learned in one task and apply them in another. - I can compare gymnastic sequences, commenting on similarities and differences. - I can explain the success criteria needed to be a professional gymnast.	PE – Dance - I can perform sequences of movement in the Jazz style. - I can improvise freely, translating ideas from a stimulus into movement. - I can share and create phrases with a partner and in small groups. - I can refine my movements. - I can repeat, remember and perform these phrases in a dance. - I can use more complex dance vocabulary to describe how to - Improve and refine performances. - I can describe the style of Bob Fosse in detail. - I can confidently explain what a stimulus is.	PE - Tag Rugby - I can execute a successful pass of a rugby ball while on the move - I can move with the ball into space whilst avoiding being tagged - I can throw accurately at a target - Stay in my zone during a game - Use learnt skills to play a game of tag rugby - I can explain how teamwork can achieve a try in tag rugby - I can explain how to defend and attack against the opposite team	PE – Tennis - I can explain how to perform a forehand pass - I can use footwork to travel across the court - I can start a match developing my volley technique - I can explain the different shot used in gymnastics - I can be specific in explaining each position in football and what their role is. - I can confidently explain the difference between attacking and defending. - I can understand making and intercepting.	PE – Athletics - I can run at various speeds whilst changing direction. - I can apply my skills to create a short sequence of various jumps using height and distance. - I can throw forwards accurately with one hand - I can describe the definition of agility and identify scenarios when it is used.
	Games - Hockey - I can keep contact with the ball and stick whilst moving - Pass or shoot the ball accurately - Gain possession of the ball	Games - Badminton - I can use badminton racket to control an object - I can travel using different footwork	Games - Basketball I can bounce and dribble the ball from one end on the pitch to the other	Games - Football - I can dribble the ball into an appropriate space - I can kick a ball accurately, adjusting power for distance.	Games – Netball - I can defend my opponent. - I can follow rules and work as part of a team - I can use a variation of passes and use them effectively.	Games – Cricket I can use an overarm throw to hit a target with accuracy



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	• Keep control when receiving a pass • I can explain the different positions in a hockey • I can explain how to block tackle • I can explain where to stand during a game to benefit my team	• I can have a short rally with partner • I can explain how to score a point in a badminton game • I can explain the ready position and why it is important in a badminton game • I can explain how to use footwork to your advantage	• I can throw a ball into a target using two hands • I can pass ball to team player at speed to • I can stand in the appropriate space during a game • I can communicate with teammates and decided which position to play • Name all positions in basketball game	• I can hit the ball accurately in a straight line. • I can shoot on target. • I can be specific in explaining each position in football and what their role is. • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting.	• I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass.	• I can use the long barrier technique to stop a rolling ball • I can stand in a appropriate space during a game • I can explain the difference between attacking and defending • I can work as part of a team to stop the opposing team from scoring a point
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