

Walk like an Egyptian



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- To understand why the River Nile was important to Ancient Egyptians.
- To understand why the Egyptians believed in the afterlife.
- To explain the mummification process.
- To explore the use of canopic jars
- To create an Ancient Egyptian timeline.

Class 7 & 8

Trips & Experiences

Egyptian launch week – First week back

Forest Schools

Attend an Ancient Egypt workshop at Truro museum

An Ancient Egyptian dressing up day to include a variety of curriculum activities.

Farm School

Physio – Muscle

- Who were the Ancient Egyptians?
- What happened during the mummification?
- To understand the importance of the afterlife.
- Why particular organs were removed from the body.
- To acknowledge the many ways in-which the Ancient Egyptians relied upon the River Nile.
- What was similar/different to life in Ancient Egypt and Britain at the same time?
- How did the Ancient Egyptians represent their history?
- How reliable are stories about the Ancient Egyptian Gods?



Autumn Term



Magical
Mo

Literacy

Link sounds to
letters - RWI
Begin to read

Maths

Count
reliably with
numbers 2D

Understanding
of the world

Who is my
family? Past
events and

Arts and design

Self portraits.
Christmas and
winter crafts

PSED

Settling in,
rules, routines
and

Moving and
handling

Apparatus PD
Hall games
Pencil grip

Com and
communication

My family
Likes and
dislikes Family

RE

Being special.
Why do Christians
perform Nativity

MFL

Greetings
Numbers
and colours

English

Maths

Science

Computing

History

RE

Art and Design

Music

DT

MFL

PE

Year 1

Londons
Burning

Diary writing
Fact file
Instructions

Place value (within 10
and 20) Addition and
subtraction
Geometry - shape

Everyday
materials
Seasonal

Poplet - factfile
Green scree - house
fire

The Great Fire of
London
Gunpowder Plot

Who made the world?
What does it mean to
belong to a faith
community?

Bayeux Tapestry:
To use drawing,
painting: James
Batterson

Hey You!
Rhythm in
the way we

3 little pigs
houses
Making

Greeting,
colours,
numbers
Bonfire night

Gymnastics
Invasion

Year 2

Castles

POR - Leaf
POR - Egg Box

Place value Addition
and subtraction
Measurement/money

Use of everyday
materials

Creating a 3D
image of a castle

King Henry V111
Events beyond living
memory

Who is a Muslim and
how do they live?
Why does Christmas
matter to Christians?

To use a range of
materials creatively to
design and make

Hands,
Feet, Heart
Ho Ho Ho

Design, make
and evaluate
model of a
Tudor house

Harvest
Body parts,
The Harvest

Gym, Dance
Invasion

Year 3

Walk like
an

Instructions
Story
Poetry
Fact File

Place value, Addition
and subtraction.
Multiplication and
division

Animals including
humans

Code sphero
robots

Writing, Gods,
Pyramids,
The Great

What do Christians
learn from the
creation story?
How do festivals and family

Improve their mastery of
art and design including
drawing, painting and
sculpture.

Let your
spirit fly
Christmas

Make
Canopic jars
Healthy

A new start
Celebrations

Egyptian
dance
Football

Year 4

Conquerors!

Non-chronological
report
Story writing

Place value Addition and
subtraction, Measure,
Multiplication and division

States of
matter

Drawing on
iPads
Christmas

Roman Britain
and Vikings

What do Hindus
believe God is like?
What is trinity?
Christmas

Improve their mastery of
art and design including
drawing, painting and
sculpture.

Mama Mia
Glockensp
Christmas

Design,
make
evaluate

My school, your
school
Local area,

Gymnastics
Hockey
Swimming

Year 5

Who let the

Stone Age

Diary entry
Story setting

Place value Addition and
subtraction, Statistics,
Multiplication and division,

Living things and
their habitats
Properties of

Research
Greek Gods
Christmas

Greeks
Stone age

What does it mean to
be a Muslim in
Britain?

Improve their mastery of
art and design including
drawing, painting and
sculpture.

Live on a
prayer
Classroom

Greek
food

My school
Where I live
Xmas

Football
Gym
Handball

Year 6

Wartime
Britain

Diary writing
Poetry
Letter writing

Place value Addition,
subtraction,
Multiplication and

Living things and
their habitats
Animals including

History of
computing
Christmas

A study of
war in British

Why do Hindus want
to be good?

About great architects,
artists and designers in
history.

Happy
Classroom
Jazz2

Wartime
food

Everyday life
Where I live,
Xmas



Handball
Play
leader



Year 3 – Home Learning Challenges – Autumn Term – Ancient Egyptians

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 3 Term: Autumn Topics: Walk Like an Egyptian

Speaking, Listening & Writing 	Research the River Nile. Write three facts about it that you can tell the class.	Find a poem or song about the Egyptians. Can you learn it and teach it to a friend.	Write down four things the Egyptians did when mummifying a body.	Imagine you are an Egyptian Pharaoh, write about your life and draw a picture of yourself.	Design a poster about the Ancient Egyptians.
Problems, Science & Maths	When did the Ancient Egyptians live? When was the body of Tutankhamun found?	Find out how long it took to build a pyramid and their height.	Plan a healthy, well balanced meal. Can you make it with your family?	Draw and label a human skeleton.	Find out about what foods the Egyptians grew in the rich soil left by the flooding of the River Nile.
Art & Design 	Draw in detail an Egyptian god and name him or her.	Paint a picture of a pyramid or of a statue built by the Egyptians.	Draw, paint or make a collage of Tutankhamun or Nefertiti.	Collect some images of Ancient Egypt. Make a collage out of them	Design your own Egyptian outfit for a dressing up day.
Constructing & Creating	Make a model of a sarcophagus or a mummy.	Create your own Egyptian Children's game.	Build your own pyramid.	Find a recipe from Ancient Egypt. Make it and bring it in to share with the class.	Make an Egyptian themed cake.

writing

Week 1: Egyptian immersion -

Week 2: Instruction Writing

Explore – analyse features of text type

Build – Vocabulary (imperative verbs)

Model

Week 3: Instruction Writing

Plan

Write

Edit

Week 4: Story Writing –

Immersion - video of Tadeo Jones

Explore – different short suspense story

Build – expanded noun phrases, sentence openers, adjectives and verbs

Model and Plan – suspense story about Tadeo Jones (build up, problem and resolution)

Week 5: Story Writing with Tadeo Jones

Plan – opening and problem, character and setting

Model – opening

Write – opening

Model – problem

Write - problem

Week 6: Story Writing with Tadeo Jones

Plan – ending

Model – ending

Write -

Edit – Explicit lesson on editing (model editing)

Edit – own story

Week 7:

Presenting

HALF TERM

Week 1: Poetry

Week 2: Remembrance Writing

Week 3: Poetry

Week 4: Fact File about Ancient Egypt

Week 5: Fact File about Ancient Egypt

Week 6: Egypt Tourist Guide

Week 7: Egypt Tourist Guide

- Conjunctions
- Imperative verbs and adverbs
- Fronted adverbials
- Expanded noun phrases
- Spellings
- Recap year 1 and 2 common exception words + year 3 statutory spellings
- Handwriting
- RWI SS2 and 3 joins



Guided Reading

- Egypt Magnified
- Marcy and the Riddle of the Sphinx
- Cinderella on the Nile

History & Geography

- KWL - shape of pyramid
- The River Nile
- Egyptian homes, farming and land uses
- Order Egyptian events on a timeline (BC and AD)
- What was life like in Egypt? Why was the Nile important?
- Look at different artefacts and sources. How are they useful?
- Hieroglyphs
- Pyramids and monuments
- Selima Ikram – Archaeologist and Egyptologist – Ancient Egypt
- Egyptian Gods
- Tutankhamun



Animals Including Humans

- Types and amount of Nutrition
- Designing and making healthy, well-balanced meals.
- Types of Skeleton- Looking at animal skeletons
- Naming bones -Make their own moving skeleton
- Function of the skeleton
- Mighty muscles- Investigate the effects of exercise.
- Dr Ranj – Our bodies, muscles and skeletons.



Art

Understand 2D and 3D form

Britt Boutros Ghali - Portraits

Design and Technology

Create Canopic jars - Sketching

Build pyramids - Sculpture

RE & PSHE

RE

- What do Christians learn from the creation story.
- How do festivals and family life show what matters to Jewish people? (God/Torah/the Jewish People)

PSHE – Jigsaw

- Zones of regulation
- Being me in my world
- Celebrating difference



Tinkercad

Design

Sphero

Coding



Invasion Games (Hockey)

Multi Skills

Tag Rugby

Dance (movement to music)

What is History?

History is the study of the past. It helps us understand how things have changed over time and why the world is the way it is today.



What qualities does a historian have?

- Respectful, curious, investigative, resilient, imaginative.

What do I already know?

- I know that history goes beyond my living memory.
- I know that History can be shaped by a key person.
- I can use vocabulary such as source, decade, century.

Tier 3 Vocabulary

Afterlife
Akhet
Canopic Jars
Dynasty
Hieroglyphics
Mummification
Papyrus
Pharaoh
Sarcophagus

HISTORY

WALK LIKE AN EGYPTIAN

Knowledge Concept	As a historian, I can...	Enquiry Question and Knowledge
	<ul style="list-style-type: none"> • Compare different eras considering similarities and differences • Order key dates on a timeline to demonstrate chronology of British and world history • Examine in depth an aspect of local history from a period beyond 1066 	<p>What was similar/different to life in Ancient Egypt and Britain at the same time?</p>
	<ul style="list-style-type: none"> • Begin to understand how knowledge of the past is constructed from a range of sources • Develop understanding of how and why the past is represented in different ways • Select key information from a range of sources to answer an historical question 	<p>How did the Ancient Egyptians represent their history?</p>
	<ul style="list-style-type: none"> • Understand what types of question are historically-valid and identify how to find the answer 	<p>How reliable are stories about the Ancient Egyptian Gods?</p>
	<ul style="list-style-type: none"> • Develop a range of historical vocabulary eg artefact, chronology, invade, settle 	<p>How do artefacts support our understanding of who the Ancient Egyptians were?</p>



What equipment will help me?

- Stories
- Sources
- Timelines
- Artefacts
- Photos
- Objects
- Accounts

Wider Thinking (Diversity/ Inspirational people)

Queen Hatshepsut - First female pharaoh.

Key Question? (Assessment question)

Are there any new discoveries which help our understating of Ancient Egypt?

Spring Term - Hayle Rocks – Mine Craft

<div> SPRING TERM</div> <div></div>		Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and language	RE	MFL		
	What is all around us?	Caption writing RWI groups Read simple sentences	Use quantities and objects to add and subtract 2 single digit numbers. Doubling and halving	Select and use technology for a particular purpose. Growth, decay and changes over time.	Art and dance from different countries. Making sunflowers and potato heads.	Playing together, taking turns, sharing. Working as a team.	Dance routine Letter formation	Talk about different cultures. What plants need to grow.	Which stories are special and why? Why do Christians put a cross in an Easter garden?	Days/ Months Mothers Day		
	English	Maths	Science	Computing	Geography/ History	RE/PSHE	Art and Design	Music	DT	MFL	PE	
	How does your garden grow?	Letter/story/ character description Poem, instructions	Addition/subtraction to 20. Place value - 50 Length/Height/weight	Plants Seasonal changes	Pic collage - church features Geoboard - shape	Seasonal and daily weather patterns	What do Christians believe God is like? Who is Jewish and how do they live?	About the work of a range of artists and designers, making links to their own work.	In the Groove Round and round	Make up cycled plant pots Make pancakes	Epiphany Farm Animals	Dance, Health related exercise, Gym
	Bees Knees	Information writing Writing questions POR Hallbutt Jackson Secret sky garden	Multiplication, division Statistics Geometry, fractions, measurement	Plants Pollination Transfer of pollen	Recognise use of technology outside school	Importance of bees Eco system	Who is Muslim and how do they live? Why does Easter matter to Christians?	patterns Printing sculpture	I wanna play in a band Zootime	Making a bee puppet Cooking with honey Create model of bee	Birthdays Animals, Easter	Multi skills Invasion games, gym, Health related exercise
	Hayle Rocks!	Story writing Instructions Recount	Multiplication and division Fractions, Length, Statistics	Rocks Magnets and forces	Use micro bits and Scratch	Local study	What is it like to follow God? How do festivals and worship matter to a Muslim?	Digital media Textiles	Three little birds The dragon song	Making fossils	Animals I like/ Don't like Carnival, Easter	Gym, health related exercise Tennis, Swimming
	What is the next big idea?	Argument, Letters Research, Writing a setting, Instructions	Multiplication and division, Area, Fractions, Decimals	Sound Electricity	Using LEGO WeDo 2.0 and Scratch Design an invention and make using Tinkercard	Name and locate counties and cities of the UK	What does it mean to be Hindu in Britain? Why do Christians call the day Jesus died Good Friday?	Use Spheroes to create art	Stop! Lean on me	Design and make their own robot to complete a task	A Family Tree Parts of the Body Easter	Gymnastics Invasion games Tennis
May the force be with	Debate- Leaving Earth! Writing a balanced argument/ persuasion/ Science fiction stories/Graphic novel	Multiplication and Division, Fractions, Decimals and percentages	Earth and Space Forces	AR makr, Keynote and clips. Alien podcast	Saxons and scots	What does it mean if God is holy and loving? Why is the Torah important to Jewish People?	Create a sketch book Improve their mastery of art and design including drawing, painting and sculpture.	Make you feel my love Fresh prince as Bel-air	Making a force meter	Celebrations Healthy Eating Clothes descriptions	Invasion games Health related exercise, Dance	
Light it up!	Biography Information text	Decimals, Percentages, Algebra, Converting units, Area, Perimeter, Ratio	Light Electricity	Use light to create long exposure pictures, Scratch to create programmes with LEDs	Mayan Civilization	Creation/science - conflict or complementary What did Jesus do to save human beings?	Improve their mastery of art and design including drawing, painting and sculpture.	A New Year Carol You've got a friend	Understand and use electrical systems in a product	Celebrations This is me! Fun at the Fair	Health related exercise, Dance, Swimming, Invasion	



Year 3 - Home Learning challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 3 Term: Spring Topics: Mine craft

Speaking, Listening & Writing	Take a walk around Hayle and see what information you can find about its history. Take pictures of your adventure.	Write or find stories or poems about Hayle or mining.	Research famous local people. Find some information about it and create a fact file.	Interview some adults who have lived in Hayle for a long time or came to Penpol school. What has changed since they were pupils here?	Create a poster advertising Hayle as a holiday destination.
Problems, Science & Maths	Mathletics - all the Yr3' children have personal log-ins for Mathletics and for Timestable Rockstars.	Rocks- Make your own rock collection Collect some local rocks.	Find or make a fossil.	Times tables - Can you make up your own times table rhyme.	Make a game using magnets. Bring it in for the class to play.
Art & Design	During the Industrial Revolution, there were great Cornish inventors such as Richard Trevithick and Sir Humphrey Davey. Invent your own machine.	Find a picture or photo of Hayle. Draw or paint using only black or pencil for effect. The smallest splash of colour can then really stand out.	Design and sew a bag to collect rocks in.	Do some stone rubbings on local buildings and in cemeteries.	Keep your own sketch book and record things you see around Hayle.
Constructing & Creating	Build a model of a Landmark or building from Hayle.	Create a map of the local area. You could even make it 3D. Don't forget to add a key.	Build your own volcano. Can you make it erupt?	Make a traditional Cornish food. Bring it in and share with the class.	Make some rock cakes.



Mine craft



- To identify different types of rocks and what they are used for.
- To be able to group rocks according to their hardness and permeability.
- To explain how rocks are formed.
- To explain how fossils are formed.
- To recognise how fossils inform us about the past.
- To create a fact file about Mary Anning.
- To explain a range of forces.
- To be able to sort a range of materials using a magnet.
- To be able to acknowledge the strength of different magnets.

Class 7 & 8

Trips & Experiences

Historical walk around Hayle

Visit to Geevor tin mine.

Visit to Hayle Heritage Centre



- To explain the different types of rocks and explain their purpose.
- Be able to group rocks correctly.
- To know how rocks are formed.
- To explain how fossils are formed.
- To explain a range of forces.
- To sort a range of materials according to their properties.

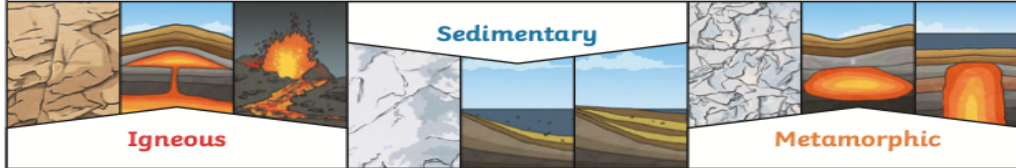
MineCraft - Year 3 – Spring Term

Vocabulary	Meaning
durable	Something that is durable does not wear away easily.
fossils	The remains or impressions of a prehistoric plant or animal
granite	Granite is a coarse-grained, crystalline rock, made up mostly of three minerals
lava	Liquid rock that flows out of a volcano
magma	Liquid rock inside a volcano
marble	Marble is made of calcite crystals (white) and some coloured grains of mica inclusions.
mineral	Solid chemical substances that occur naturally – examples include diamond, quartz
molten rock	A rock that has been reduced to liquid through heating.
permeable	Allowing water to pass through it.
rocks	Rocks are made up of grains that are packed together.
soil	A mixture of tiny particles of rock, organic matter from animals and plants as well as air and water.

Key Knowledge

Key Knowledge

There are three types of naturally occurring rock.



Rock Cycle

Soil

Did you know?

Geology is the study of rocks.

Rocks are made of minerals

There are 3 different types of rocks

Igneous rock comes from molten magma

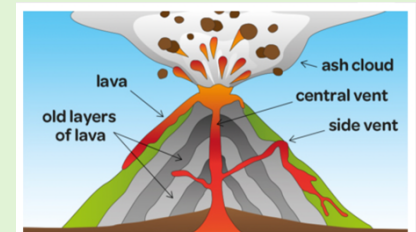
Peat is different from other soils because it does not contain any rock particles.

Different plants grow better in different types of soil.

Clay is sometimes used as a natural seal such as in the cores of dams because it is relatively impermeable to water.

Volcano

Volcanoes or fire mountains are giant landforms created by the escape of molten rock called lava from an opening or crater in its surface.





Harley Hitch

Week 1: Bot Adaptations & Character

Descriptions. SPaG – Commas, conjunctions and punctuation. Planning writing, annotations and giving feedback.

Week 2: Character Descriptions

Editing and uplevelling work. SPaG – (? and !) Determiners and Purple Pen.

Week 3: Setting Descriptions

Using senses to describe a setting. Starters – Wondering questions, subject specific vocabulary, punctuation, capital letters and editing.

Week 4: Newspaper Reports

Key Features and Orientation

Week 5: Newspaper Reports

Using Direct Speech to produce Quotes.

Week 6: Newspaper Reports

Writing our own report. Including skills learned during this block. Include examples of SPaG skills and key features.

HALF TERM

The Street Beneath my Feet

Week 1: Book Exploration

Non-Fiction texts. Features of non-fiction texts and writing for a purpose. SPaG starters. Inference and Predictions. Vocabulary.

Week 2: Creative Writing

What is beneath our feet? Setting descriptions. SPaG – expanded noun phrases, subordinate clauses and prepositional phrases.

Week 3: Creative Writing

Relative Clauses, application of this week and last week's learning into own writing. St Piran's Day (Stand-alone lesson – Recipe Writing)

Week 4-6: Non-Chronological Report writing related to Street Beneath my Feet. Sub-headings: Discovery of King Tut's Tomb; Fossils; The Rock Cycle; Derinkuyu; Metal Detecting; Layers of The Earth.



Verbs and Adverbs
Fronted adverbials
Use a and an correctly
Conjunctions
Prepositions



Guided Reading

Harley Hitch and the Iron Forest.
Thomas and the Tinnors
Canary in the Coal Mine

Street Beneath my Feet



Geography - Locality study based on Hayle.
History - The History of Hayle and Cornish tin mining.
Richard Trevithick & Henry Flipper – People who made mining history
Walk around Hayle following the History trail.
Louis Purnell – Historical Paleontologist



Rocks

Types of rocks and what are they used for. Children to investigate around the school and Hayle. Grouping rocks, investigate hardness, permeability. How are rocks formed? Make sedimentary rock cakes, models of volcanos to show igneous rock formation. Fossils, create own fossils from salt dough. Mary Anning, create a fact-file on Mary Anning. Soil formation, Permeability.
Forces and Magnets

Pushes and pulls. Faster and slower, plan and carry out an investigation on how surfaces can affect speed. Scrapyard challenge; sorting materials using a magnet. Magnet strength, investigating how many paper clips a magnet can lift. Investigate magnetic poles. How are magnets use in the Tin mining process. Design own machine.
Develop an area outside the classroom

Art

Make fossils out of salt dough

Make exploding volcanoes

Andy Goldsworthy- rock art

Jose Yaque – Rock and Soil Art

Sketching local area

Digital collage of past and present Hayle

D&T

Design and make own game using levers and pulleys.

Preparing and cook a traditional Cornish pasty

Make fossil out of salt dough



RE/Virtues/PSHE PHSE

Benefits of physical activity
Legal and illegal drugs
The internet and everyday life.
Everyday feelings.

RE

Spring Term A – How do festivals and worship show what matters to a Muslim?

Spring Term B – What is it like for someone to follow God?



Online safety
Five areas of BIL
Coding
Scratch



Gymnastics/Dance
Health Related Exercise
Tennis

Famous Tennis Players –

Federa, Murray, Djokavic, Novak, Venus & Serena Williams, Radacanu



SUMMER TERM		Literacy	Maths	Understanding of the world	Arts and Design	PSED	Moving and Physical Education	Com and Design Technology	RE	MFL		
		Under, in and above the sea	Read and write simple sentences. RWI groups	Size, weight, capacity, position, time and money.	Know similarities and differences in relation to places and objects. Communities and the world.	Making Jellyfish. Junk model boats. Beach scenes using golf balls.	Sharing fairly. Showing sensitivity to others' needs.	Athletics Team games Letter formation	Imaginary underwater lands Past	Why is the word God so important to Christians?	Pirates	
	Do you think...	English	Maths	Science	Computing	Geography	RE	Art and Design	Music	MFL	DT	PE
	Are we there yet?	Recount Safety poster	Multiplication and division. Multiples 2, 5, 10. Fractions (Measurement) Time.	Seasonal changes. Animals including humans. Habitats.	Google expeditions	Countries around the world. Using maps, Atlases and globes.	Who is Jewish and how do they live? How should we care for the world and why does it matter?	To develop a wide range of art and design techniques. (Paints, markers, etc.)	Your imaginary world. Reflect.	Pirates Weather Sea Creatures	Food and tags from...	Athletics Striking and fielding
	Seas and Coasts	POR The Storm Whirlie The Emperor's	Position/direction Problem solving Time/ Mass/ Gao / Bm/a	Living things and their habitats Plants	Navigating Goggle Earth	Place Knowledge Skills and	What is the good news Christians believe Jesus brings?	About the work of a range of artists and design techniques- local	Friendship song. Reflect, rewind, rewind.	Summer sunshine and mini beads. Create a diorama and a diorama.	Cooking from the sea	Athletics Striking and fielding
	Raving Rainforests	Story writing Persuasive text Poetry	Fraction, Time, Shape, Mass and Capacity	Animals & Humans (12 weeks)	Use Keynote and Airmail - exploration	Maps, Atlases, Environmental Impact	What kind of world did Jesus want? How and why do people try to make	About great architects, artists and designers in history.	Bringing us together	Food we eat every day Going on a journey	Making 3D models from...	Swimming Athletics, Invictus games
	Explosions and Earthquakes!	Diary writing Explanation text Instructions	Decimals, Money, Time, Statistics, Shape,	All living things Animals including	Ships, and drones to investigate how we monitor environmental changes	Human and physical	What was the impact of the Pentecost? Why do some people think that it is like a journey?	About great architects, artists and designers in history.	Back to the future	Feeling well/unwell Summer time	Design, make and present...	Athletics, Swimming, Rounders
	Conservation Conversation	Descriptive writing Non-fiction	Decimals, Shape, Position and direction (Measurement) Write	Living things and their habitats	Micro:bits, LEGO WeDo, 3D, and more	Human and physical Location/Field	What would Jesus do? Why do some people believe in God and come	Local artists and designers.	Dancing in the street Reflect.	Weather/counties Going to the	Making products using recycled	Tennis, Cricket, Rounders, Swimming
	The world is...	Karakas Kingdom Description/story	Properties of shape, Problem solving, Statistics, Instructions Time	Evolution	Swift playgrounds - create programs	Locate the world's countries	What kind of king is Jesus? How does faith help people when things	Improve their mastery of art and design including drawing, painting and sculpture.	Music and me Reflect, rewind,	Celebrate Performances	Food from around...	Athletics, Tennis, Cricket, Rounders





Raving Rainforests

- To explain what the rainforests are.
- To be able to locate rainforests on a world map using an atlas.
- To acknowledge why the rainforest is important.
- To be aware of who lives in the Rainforest
- To identify and explain what the climate is like in the Rainforests of Brazil.
- To successfully look at other climates around the world.
- To acknowledge and discuss the comparison of Brazil and Cornwall
- To identify how to survive in the Rainforest?



Class 7 & 8

Trips & Experiences

Swimming

Forest School

Visit to the Eden Project

Footsteps to Discovery camp



- To acknowledge the importance of the rain forests.
- To identify the devastation of deforestation.
- To identify parts of plants and their functions.
- To explain what plants need to grow well.
- To be able to label parts of a plant
- To know the life cycle of a plant.
- To acknowledge and explain the meaning of climate change

Raving Rainforests - Knowledge



Fabulous Facts

Coverage - Rainforests cover approximately 6% of the Earth's surface by containing more than half of the world's plants. About 90% of organisms are found in the canopy.

Wildlife - About 30 millions species of plants and animals live in tropical rainforests.

Types of Rainforests - There are two types of rainforests; tropical and temperate. Tropical rainforests are generally warmer than temperate ones.

Products - Many things we have in our homes come from rainforests including chocolate, sugar, rubber, bamboo and many medicines.

Devastating Deforestation

Deforestation is the action of clearing a wide area of trees.

Causes of Deforestation

1. To clear space for farming: growing crops (eg. Soya beans and palm oil) and space cattle to generate cheap beef.
2. Chopping down trees for wood.
3. To build roads to mine for metals, gold and diamonds.
4. To dig for oil.
5. To flood areas to make dams and generate electricity.

Impact of Deforestation

1. An area the size of 20 football pitches is destroyed every 60 seconds.
2. Half of the tropical rainforests we had are gone.
3. 28000 species of animals are expected to become extinct in the next 25 years.
4. Local people's homes are destroyed.
5. Levels of carbon dioxide in the air are increasing and oxygen is decreasing

Know your Knowledge!

Rainforest - A dense forest, normally found in tropical areas with high rainfall. They generate much of the world's oxygen

Equator - imaginary line through the middle of the Earth that receives the most sunlight.

The Northern Hemisphere - the half of Earth that is **north** of the Equator.

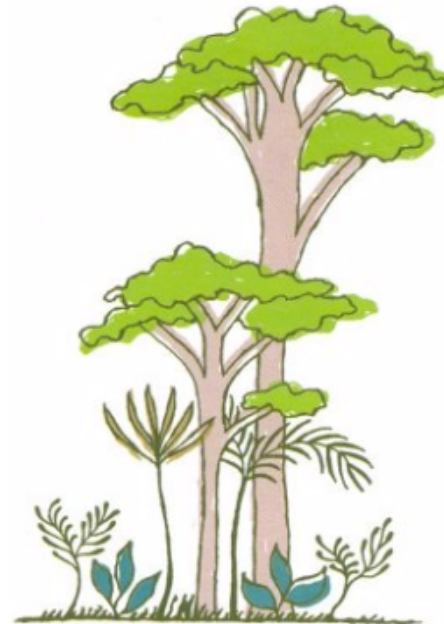
The Southern Hemisphere - the half of Earth that is **south** of the Equator.

Time zone - a geographic region within which the same standard time is used.

Climate zones - The weather changes in different parts of the world. Where there are similar weather patterns this is known as climate zones.

Continent - The world's main continuous pieces of land (Africa, Asia, Australasia, Europe, North America, South America and Antarctica)

Leafy Luscious Layers



Emergent Layer - Giants trees that enjoy the most sun but high winds and cold.

Canopy - dense layer of trees overlapping each other. Home to most animals in rainforests.

Understory - Relatively dark, open area below the canopy

Undergrowth - Also known as the forest floor, mainly consisting of fallen leaves, fruit etc. that decomposes as food for trees.



The Great Kapok Tree

Week 1: Onomatopoeia Poem

Rainforest Poetry – Using senses to write.

Week 2: The Great Kapok Tree – Deforestation Debating

Week 3: The Great Kapok Tree – Deforestation Debating. Note taking, full sentences, conjunctions to expand sentences.

Week 4: Trip to the Amazon – Letter Writing. SPaG – Persuasive writing, conjunctions, full sentences, punctuation ?/!

Week 5: Trip to the Amazon – Diary Entries. SPaG – Pronouns, tenses, fronted adverbials.

Week 6: Creative Writing
SPaG – Adverbs, singular/plural, prefixes and suffixes

HALF TERM

My Name is River

Week 1: Persuasive Writing – Rainforest Themepark. Exciting vocabulary, emotive writing, onomatopoeia, alliteration and exclamations.

Week 2: Lost in the Rainforest Story Writing

Week 3: Lost in the Rainforest

Week 4: Lost in the Rainforest

Week 5: SPAG recaps

Week 6: Fact file about Brazil - research, plan, boastful words

Week 7: Fact file about Brazil - write



Fronted adverbials
Direct Speech
Use of 'a' and 'an' correctly
Conjunctions: time, subordinating and coordinating.



Guided Reading

The Shaman's Apprentice
Rommel's Rainforest
Buddy's Rainforest Rescue
Rainforest Alliance texts

Geography

I wonder what the rainforests are?
Locate Rainforests on a world map using an atlas.
Why are the Rainforest important?
What lives in the Rainforest?
What is the climate like in the Rainforests of Brazil? Look at other climates around the world.
Francisco de Orellana – Amazon Explorer
Comparison of Brazil and Cornwall
How to survive in the Rainforest?
Become Rainforest Rangers.
What is deforestation?



Summer 1 - Plants

- Parts of plants and their functions.
- What do plants need to grow well - investigation.
- How plants move water.
- Fantastic flowers
- Life cycle of a plant



Summer 2 - Light

- Light and dark
- Reflection
- Making and changing shadows
- Sun safety



Art:

Exploring traditional and indigenous rainforest art.
Crate art inspired by **Nixiwaka Yawanawá**
John Dyer

D&T:

Designing and creating a rainforest flowering plant.
Design and Create a Rainforest Diorama showing the rainforest levels.

RE/Virtues/PSHE

PSHE

Summer 1:
Relationships

Summer 2:
Changing Me

RE

Summer A: What type of world did Jesus want?
Summer B: How and why do people try to make the world a better place?



Connect Micro:Bits
Coding
Sensors exploration
AR Rainforest
Drawing







Tennis
Invictus Games and Rounders
Swimming



Year 3 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 3 Term: Summer Topics: Raving Rainforests

Speaking, Listening & Writing 	Design and write a postcard from the rainforest.	Write or find stories or poems from the rainforest.	Research and create a thought shower about Brazil.	Imagine you have discovered a new rainforest animal or plant. Draw or write about it	Listen to and create a playlist of songs from
Problems, Science & Maths 	Mathletics - all the Yr3 have personal log-ins for Mathletics and for Times Table Rockstars.	Light- Make a sundial or create a silhouette yourself	Find some information about plants and create a fact file.	Create 'animal tracks' by drawing, printing or making imprints in the mud. (Don't get too messy or your parents won't be too happy!)	Use a torch or another light source to create different shadows. What shapes can you make? Draw or take a picture of them.
Art & Design 	Design a poster to explain deforestation.	Design and make your own flag for the rainforest. Draw, paint use natural resources (eg. berries, spices) or even use fabric!	Gather pebbles & paint rainforest animals or plants onto them.	Sketch your favourite rainforest animal or plant.	Gather and paint leaves to create some leaf-printing pictures.
Constructing & Creating 	Build a model of a famous landmark or monument from Brazil	Create a map of the local area. You could even make it 3D. Don't forget to add a key.	Make a traditional food from a different country.	Create a plan of a journey to Brazil. What could you do there? How would you travel?	Research what to take in a suitcase for a holiday to Brazil. Create a holiday suitcase.

Yr 3 Reading:

- 1. Apply knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet.
- 2. Read further exception words, noting the unusual correspondence between spelling and sound.
- 3. Teaching should be aimed more at developing vocabulary and breadth of reading.
- 4. Participate in discussions about books read to them and read by them and those read by themselves taking turns and listen to what others say.

	Aut	Spr	Sum
1	X	X	X
2		X	X
3	X	X	X
4		X	X

Comprehension:

- 1. Familiar with a wide range of books and enjoy discussing the ideas and themes they contain.
- 2. Read books that are structured in different ways.
- 3. Use dictionaries to check the meaning of words.
- 4. Discuss words and phrases that capture a readers interest and imagination.
- 5. Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally
- 6. Identifying themes and conventions in a wide range of books
- 7. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- 8. Discussing words and phrases that capture the readers interest and imagination
- 9. Recognising some different forms of poetry
- 10. Checking the text makes sense to them, discussing their understanding and explain the meaning of words in context
- 11. Asking questions to improve their understanding of the text
- 12. Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- 13. Predicting what might happen from details stated and implied
- 14. Identifying main ideas drawn from more than 1 paragraph and summarising these
- 15. Identifying how language, structure and presentation contribute to meaning
- 16. Retrieve and record information from non-fiction

	Aut	Spr	Sum
1	X	X	X
2	X	X	X
3		X	X
4	X	X	
5		X	X
6			X
7			X
8	X	X	X
9			X
10	X	X	X
11	X	X	X
12	X	X	X
13	X	X	X
14	X	X	X
15		X	X
16	X	X	X

Spelling:

- 1. Use further prefixes and suffixes and understand how to add to them. Check appendix 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

- 2. Spell further homophones

3. Spell words that are often misspelt. Check appendix 1

- 4. Place the apostrophe accurately in words with regular plurals and I words with irregular plurals

- 5. Use the first 2 or 3 letters of a word to check its spelling in the dictionary

- 6. Write from memory simple sentences, dictated but the teacher, that include words and punctuation taught so far

	Aut	Spr	Sum
1			X
2	X	X	X
3	X	X	X
4		X	X
5		X	X
6	X	X	X

Composition:

- 1.Look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.
- 2.Discuss and record ideas using the drafting process.
- 3.Compose and rehearse sentences orally building a varied and rich vocabulary and range of sentence structures.
- 4.Organise paragraphs around a theme.
- 5.Develop setting, character and plot in narrative.
- 6.Use organisational devices in non-fiction, e.g. captions
- 7.Assess the effectiveness of their own and others writing and suggest improvements .
- 8. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- 9.Check spelling and punctuation.
- 10.Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- 10.Adapt form and style for purpose.
- 11.Read their own writing aloud to a group or whole class confidently and with meaning.

Handwriting

- 1.Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined
- 2. Increase the legibility, consistency and quality of their handwriting.

Punctuation:

- 1.Use capital letters, full stops, ? and ! consistently.
- 2.Explain where capital letters, full stops? and ! are needed and why.
- 3.Use commas after simple fronted adverbials i.e.next, first, later
- 4.Consistently use apostrophes for omission and singular possession.
- 5.Beginning to punctuate direct speech with inverted commas accurately and consistently.
- 6.Beginning to use bullet points for a list.

	Aut	Spr	Sum
1			X
2		X	
3		X	
4			X
5	X		
6	X		
7		X	X
8			X
9	X	X	X
10			X
11		X	

	Aut	Spr	Sum
1	X	X	X
2	X	X	X

	Aut	Spr	Sum
1			X
2		X	X
3		X	X
4			X
5		X	
6	X		

Grammar:

- 1.. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- 2.Using the present perfect form of verbs in contrast to the past tense
- 3.Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- 4. Use conjunctions, adverbs and prepositions to express time and cause
- 5. Using fronted adverbials
- 6. Use commas after fronted adverbials
- 7.indicating possession by using the possessive apostrophe with single and plural nouns
- 8.Using and punctuating direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

	Aut	Spr	Sum
1		X	
2			X
3			X
4	X	X	
5		X	X
6		X	X
7		X	X
8		X	X

Maths Y3 Place value:

Count from 0 in multiples of 4, 8, 50 and 100.

Find 10 or 100 more or less than a given number.

Recognise the place value of 3-digit numbers.

Order and compare numbers up to 1000.

Identify, represent and estimate numbers using different representations.

Read and write numbers up to 1,000 in numerals or words

Solve number problems and practical problems involving these ideas

Addition and subtraction:

Add and subtract numbers mentally including 3-digit numbers i.e., 1s to a 3-digit number and 10s to a 3-digit number and 100s

Add up to 3-digit numbers using written methods.

Subtract up to 3-digit numbers using written methods.

Use column method for addition and subtraction.

Estimate answers and use inverse operations confidently.

Solve a range of calculations, choosing the correct operation, in a variety of contexts.

Solve missing number problems involving more complex addition and subtraction, number facts and place value.

Multiplication and division:

Recall multiplication facts for the 3 x table.

Recall multiplication facts for the 4 x table.

Recall multiplication facts for the 8 x table.

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digits times 1 digit numbers, using mental and progressing to formal written methods

Solve problems, including missing numbers, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions and decimals:

Recognise and show equivalent fractions.

Recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators.

Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Add and subtract fractions with the same denominator within one whole

Recognise and show, using diagrams, equivalent fractions with small denominators

Compare and order unit fractions with the same denominator.

Solve problems that involve all of the above

Measurement:

Use vocabulary such as o'clock, am/pm, morning, afternoon, midday and midnight.

Tell and write the time from an analogue clock. I can use Roman numerals from I to XII and 12 and 24hr clocks.

Estimate and read time to the nearest minute, record and compare times in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

Know the number of seconds in a minute and the number of days in each month, year and leap year

Compare duration of events

Measure, compare and add/subtract different units of measurement, length, mass and capacity.

Measure the perimeter and of simple 2-D shapes.

Estimate, compare and calculate different measures including pounds and pence.

Add and subtract amounts of money to give change using £ and p in practical contexts.

Geometry:

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Recognise angles as a property of shape or a description of a turn

Identify right angles, recognise that 2 right angles make a half turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater or less than a right angle.

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Statistics:

Interpret and present data using bar charts, pictograms and tables

Solve one step and two step questions using information presented in scaled bar charts and pictograms



Identify that animals including humans need nutrition and get it from what they eat

Identify that humans and some animals have skeletons and muscles for support, protection and movement

Identify and describe the functions of different parts of flowering plants: root, stem/trunk, leaves and flowers

Explore the requirements for different plants for life and growth and explain how water is transported within plants

Explore that part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Compare and group together different types of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed

Recognise that soils are made from rocks and organic matter

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

Know how shadows are formed.
Find patterns in the way that the size of shadows change

Compare how things move on surfaces

Notice that some forces need contact between 2 objects but that magnetic objects can act at a distance

Observe how magnets attract or repel each other

Identify magnetic and non-magnetic materials

Describe magnets as having 2 poles and predict whether 2 magnets will repel or attract each other.



Describe ancient customs and what life was like in Ancient Egypt

Explain the achievements of Ancient Egypt.

Describe changes in local history.



Know methods to strengthen, stiffen and reinforce structures.

Understand what a mechanical system is.

Can add a mechanical system to a product.
E.g., lever, gear, pulley, cam, linkages.



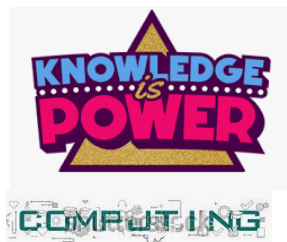
Name and locate countries, counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed overtime.

Identify the position and significance of latitude, longitude, Equator, N. Hemisphere, Southern Hemisphere and time zones

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.

Describe and understand climate zones and mountains, volcanoes, earthquakes and the water cycle

Describe and understand the distribution of natural resources including minerals, land use and settlements



To understand some of the different languages used by apps and programs.

Understand how the internet provides opportunities for learning and communication.

To understand that behaviour online must mirror that offline.

To know how to seek support if concerned about E-Safety issues.



MFL:

Ask and answer name
Ask and answer simple feelings
Count 0-11
6 colours
Days/months
Ask birthday month
Celebrating Christmas
Celebrating Epiphany
Names of domestic animals
Ask and answer like/dislike
Ask what colour something is
Give a response
Celebrating Easter
Fruit and Vegetables
Breakfast Food



DRAWING- In sketch pads, record impressions through simple, first hand, close observational drawings.

Be able to select relevant ideas to further develop in their art learning.

Begin to show understanding of form and three dimensions

PRINTING- Understand that rubbings and prints can be taken from a range of different surfaces – including rocks and fossils

TEXTILES/DIGITAL MEDIA- Know that through weaving and sewing you can create a range of different textures.

Understand that creativity and ideas can be enhanced and demonstrated through digital media.

GREAT ARTISTS, ARCHTECTS &

DESIGNERS- Know about relevant artists and make links between their work and our current topic of learning. Study and use the techniques learnt in own work.

SRE

The definition of a drug and that drugs can be harmful to people

About the effects and risks of smoking tobacco and secondhand smoke

About help available for people to remain smoke free or stop smoking

Autumn
Spring
Summer



Recognise the notes EGBDF and FACE on the musical stave

Devise on-standard symbols to indicate when to play and rest

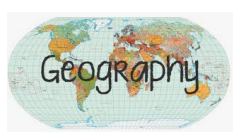
Know the symbols for a minum, crochet and semibreve and say how many beats they represent



-Pupils learn about what influences people choices about spending and saving money

-Learn about making healthy choices about food and drinks
-Discuss ways to stay healthy and identify healthy foods.

-Respond to simple questions.
-Explain own views and listen to the views of others.
-About the world of work



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

Set up simple practical enquiries, comparative and fair tests

Make careful observations and take accurate measurements, using different equipment

Gather, record, classify and present data in a variety of ways

Record findings using scientific language, diagrams, keys, and charts

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

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

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

Use straightforward scientific evidence to answer questions or to support their findings

Sequence key events/artefacts and place the time studied on a simple time line.

Begin to use terms related to the period and understand more complex vocabulary e.g. B.C. / A.D.

Begin to identify key features, events and beliefs.

Compare the past with our life today.

Identify similarity and change within a period of time.

Identify reasons for and results of people's actions.

Use a range of sources and interpretations to find out about a period- identifying smaller details in artefacts or pictures.

To begin to identify and give reasons for different ways in which the past is represented.

Distinguish between different sources and evaluate their usefulness.

Use maps, atlases, globes and digital/computer mapping to locate countries and describes features studied.

Use the 8 points of a compass.

Use field work to observe and record the human and physical features in the local area.



MFL:

Listen attentively to spoken language and show understanding by joining in and responding
Explore the patterns of words and ling spelling to meaning
Engage in conversations, ask and answer questions, express opinions
Speak in sentences, using familiar vocabulary, phrases and structures
Develop accurate pronunciation and intonation
Present ideas and information orally to a range of audiences
Write phrases from memory
Describe people, places and things

COMPUTING

Using a number of different apps, to create and run programs of increasing complexity.

Begin to use repeated sequences to code more efficiently.

Identify errors in simple code, beginning to debug with greater independence.

Use a range of technologies safely, supporting peers to do the same.



Use design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.

Select from and use a range of tools and equipment to perform practical tasks with some accuracy (e.g., cutting, shaping, joining, finishing).

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their properties.

Investigate and analyse a range of existing products. Evaluate their ideas and products against design criteria.

DRAWING- Can produce close observational pencil drawing.

Investigate chalk and charcoal to create different effects in line and shade. Create, 'tone ladders.'

PRINTING- Make prints using a variety of media such as wax crayons and monotone prints using soft leads or comte/ charcoal.

TEXTILES/DIGITAL MEDIA- Can thread and use needles, tie secure knots and use a range of different stitches.

Can weave a range of textiles together for appropriate effect.

Can use a digital camera and video recorder.

Can use the tools of Graphic packages with increased precision.

EVALUATE- Start to annotate own sketches and describe how to develop ideas further.

Suggest ways to improve own learning and comment positively on other children's artwork.

Sing from memory with accurate pitch.

Sing in tune.

Maintain simple part in a group

Improvise and compose music for a range of purposes using interacted dimensions of music

Listen with attention and detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music



To recognise bullying and how it can make people feel. To acknowledge different types of bullying and how to respond.

Learn about the difference and similarities, community and belonging to a group. Keeping active.



Progression of skills: PHYSICAL EDUCATION

Evaluation:

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.

Athletics

Beginning to run at speeds appropriate for the distance.

e.g., sprinting and cross country

Can perform a running jump with some accuracy

Performs a variety of throws using a selection of equipment.

Can use equipment safely and with good control.

Dance

Beginning to improvise independently to create a simple dance.

Beginning to improvise with a partner to create a simple dance.

Translates ideas from stimuli into movement with support.

Beginning to compare and adapt movements and motifs to create a larger sequence.

Uses simple dance vocabulary to compare and improve work.

Gym

Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence.

Describes their own work using simple gym vocabulary.

Beginning to notice similarities and differences between sequences.

Uses turns whilst travelling in a variety of ways.

Beginning to show flexibility in movements

Beginning to develop good technique when travelling, balancing, using equipment etc.

Games

Understands tactics and composition by starting to vary how they respond.

Vary skills, actions and ideas and link these in ways that suit the games activity.

Beginning to communicate with others during game situations.

Uses skills with co-ordination and control.

Develops own rules for new games.

Makes imaginative pathways using equipment.

Works well in a group to develop various games.

Beginning to understand how to compete with each other in a controlled manner.

Beginning to select resources independently to carry out different skills.

Outdoor Adventurous Activities

Develops listening skills.

Creates simple body shapes.

Listens to instructions from a partner/ adult.

Beginning to think activities through and problem solve.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

Heathy Lifestyles

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Understands the need to warm up and cool down.