



CURRICULUM MAP – YEAR 3

Topic	Autumn term -	Spring term -	Summer term -
English	Basic skills Teaching through key texts: See English long term planning	Teaching through key texts: See English long term planning	Teaching through key texts: See English long term planning
Maths	Herts Essentials	Herts Essentials	Herts Essentials
Science	Forces & magnets	Animals including humans Rocks and soils	Plants Light
Art & Design	Painting - tints and shades	Collage and Clay	Sketching and printing
D & T	Sewing	Food – healthy sandwiches	Nets
Geography	-	Earthquakes and Volcanoes	UK
History	Stone Age to Iron Age	-	The Mayan civilisation
RE	Marking festivals, traditions and key events in life Symbolic expression in prayer and worship Advent and Christmas traditions around the world	Belonging to a family, a community, challenges and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Lent, Holy Week and Salvation	Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair
PSHE	Kindness Respect	Healthy and Wise Changes	Pride Ambition
Computing	Basic Skills – keyboard We are Communicators	PowerPoint We are Researchers	We are Programmers We are Bug Fixers
Music	Violin Singing	Violin	Violin
PE	Sports Coaches: athletics / multiskills Boot Camp African Dance	Sports coaches – football / netball Gymnastics Gymfit circuits	Sports coaches – striking & fielding / athletics Cool Core Fitness Skip to The Beat
MfL	Rigolo 1 Units 1&2	Rigolo 1 Units 3&4	Rigolo 1 Units 5&6
School visits	Chiltern Open Air Museum – Stone Age and Iron Age workshops	Natural History Museum – Earthquakes and Volcanoes	Botanical gardens?



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Science					
Thinking scientifically		Working scientifically			
<p>In each lesson throughout the topic, please ensure that children are taught to, and have opportunities to develop, a range of 'Thinking Scientifically' skills. These are:</p> <ul style="list-style-type: none"> - Fair testing - Identifying and classifying - Researching - Pattern seeking - Observing over time 		<ul style="list-style-type: none"> - 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, using a range of equipment, including thermometers and data loggers - 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 or to support their findings. 			
AUTUMN TERM		SPRING TERM		SUMMER TERM	
1 - Forces	2 – Forces	1 - Animals	2 - Rocks	1 - Plants	2 - Light
<ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but other forces can act at a distance 	<ul style="list-style-type: none"> - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or 	<ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including 	<ul style="list-style-type: none"> - 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



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	repel each other, depending on which poles are facing			pollination, seed formation and seed dispersal	find patterns in the way that the size of shadows change.
<p>How do object move? What makes objects start to move? What is a force? Does a force need contact between two objects? Do objects move differently on different surfaces? What makes an object stop moving?</p>	<p>How do magnetic forces work? What materials are magnetic? What are magnets used for? How strong are magnets? How can magnets make objects move?</p>	<p>What nutrients do animals need and why are they important? How do plants and animals obtain food? Why do different animals need different amounts of nutrients? Why are there different types of skeleton? What are the names of common bones? What is the function of a skeleton? What are muscles and how do they work?</p>	<ul style="list-style-type: none"> • What different types of rock are there and what are their properties? • How are rocks used? • How is soil made and are their properties? • What is a fossil and how are they formed? 	<p>-Why do plants have roots? - How do plants get water and how is it transported? -Why do plants have leaves? -Why do plants have flowers? -Why and how do plants disperse their seeds? -What are seeds?</p>	<ul style="list-style-type: none"> • What is light? What is dark? What different sources of light are there? • What is the difference between day and night? • How is the sun dangerous and how can you protect your eyes? • What are shadows and how are they formed? • How do the size of shadows change? • How is light reflected from surfaces?



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Art & Design					
AUTUMN TERM		SPRING TERM		SUMMER TERM	
1	2	1	2	1	2
<p>NC -to improve their mastery of art and design techniques, including painting Chris Quigley <i>-Add white to colours to make tints and black to colours to make tones.</i></p>		<p>NC to improve their mastery of art and design techniques (collage) - to improve their mastery of art and design techniques, including sculpture (clay) Chris Quigley • <i>Use a combination of materials that are cut, torn and glued.</i> • <i>Mix materials to create texture</i> <i>Create original pieces that are influenced by studies of others (Margaret Godfrey)</i> <i>-Use clay and other mouldable materials (coil pots)</i></p>		<p>NC -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing with pencil and painting with a range of materials (printing) -Learn about great artists and designers in history.(William Morris) Chris Quigley <i>-Adapt and refine ideas as they progress.</i> <i>-Comment on artworks using visual language</i> <i>-Replicate some of the techniques used by notable artists, artisans and designers.</i> <i>-Create original pieces that are influenced by studies of others.</i> <i>-Use layers of two or more colours.</i> <i>-Make printing blocks (from cardboard).</i> <i>-Make precise repeating patterns</i> <i>-Sketch lightly (no need to use a rubber to correct mistakes).</i> <i>-Use shading to show light and shadow.</i></p>	
<p>How did Van Gogh use lines and colour in his paintings? How can I use lines to show movement? How can I mix paint to show tints? How can I mix paint to show shade?</p>		<p>How can I show texture using tissue paper? What effect does layering tissue paper have? How can I make coils out of clay? How do I join coils of clay? How can I finish my pot so that it looks like a volcano?</p>		<p>Who is William Morris and what his influences? How can I show light and shadow when I am sketching? How can I sketch accurately? How can I print a repeating pattern?</p>	



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D&T					
AUTUMN TERM		SPRING TERM		SUMMER TERM	
1	2	1	2	1	2
<p>NC <u>Design</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p><u>Make</u> -, select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>Evaluate</u> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Chris Quigley</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Cut materials accurately and safely by selecting appropriate tools. • Select appropriate joining techniques. 		<p>NC <u>Design</u> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches,</p> <p><u>Make</u> -select from and use a range of tools and equipment to perform practical tasks accurately</p> <p><u>Evaluate</u> -investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> - -evaluate their ideas and products against their own design criteria <p><u>Cooking and Nutrition</u> -understand and apply the principles of a healthy and varied diet</p> <p>Chris Quigley</p> <ul style="list-style-type: none"> - Prepare ingredients hygienically using appropriate utensils. - Assemble ingredients 		<p>NC <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><u>Make</u> select from and use a range of textiles according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> investigate and analyse a range of existing products</p> <p>CHRIS QUIGLEY</p> <p>Understand the need for a seam allowance. Join textiles with appropriate stitching.</p> <ul style="list-style-type: none"> • Select the most appropriate techniques to decorate textiles. - Make products by working efficiently (such as by carefully selecting materials). 	



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<p>-Make products by working efficiently (such as by carefully selecting materials).</p> <ul style="list-style-type: none">• Refine work and techniques as work progresses, continually evaluating the product design		
<p>-What is the purpose of the shell structure and how is it constructed?</p> <p>-How will the purpose and user affect your design?</p> <p>-How will you stiffen the shell structure?</p> <p>- How do I think I could improve my work and how do others think I could do this?</p>	<p>-What ingredients have been used and what food groups do they belong to?</p> <p>-Why are you choosing your ingredients and how can you make your sandwich appealing?</p> <p>-How will you prepare the ingredients and which utensils will you use?</p> <p>-How well did my sandwich meet the design brief and how could I improve it if I made it again?</p>	<p>-How are different bags made?</p> <p>-Which fabric is most suited to the purpose and user?</p> <p>-Which joining technique is suitable for fabric and purpose?</p>



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Geography & History			
AUTUMN TERM – STONE AGE TO BRONZE AGE	SPRING TERM – EARTHQUAKES AND VOLCANOES	SUMMER TERM – THE MAYANS / THE UK	
1 & 2 HISTORY	1 & 2 GEOGRAPHY	1 HISTORY	2 GEOGRAPHY
<p>NC</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>Chris Quigley Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>NC</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use, symbols and key to build their knowledge of the wider world <p>Chris Quigley Ask and answer geographical questions about the physical characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. <p>Describe key aspects of physical geography including volcanoes and earthquakes.</p> <ul style="list-style-type: none"> Use, symbols and key to communicate knowledge the wider world 	<p>NC</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Chris Quigley Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use evidence to ask questions and find answers to questions about the past Suggest causes and consequences of some of the main events and changes in history.</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Use dates and terms to describe events. 	<p>NC</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, 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 over time <p>Chris Quigley -Ask and answer geographical questions about the physical and human characteristics of a location. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>



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		<p>Use literacy and numeracy to a good standard in order to communicate information about the past.</p>	<p>-Use a range of resources to identify the key physical and human features of a location.</p> <p>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>-human geography, including: settlements and land use</p>
<p>What does the term 'prehistory' mean? How can we find out about prehistoric times? When did people first come to Britain and where did they live? How did life change after the Paleolithic period of the Stone Age? When and why did people in Britain start farming? How did life change in the Bronze Age? How did life change in the Iron Age?</p>	<ul style="list-style-type: none"> - What is under the ground? - Where is New Zealand and whereabouts do their earthquakes occur? - How do earthquakes happen and why does New Zealand have so many? -What are the effects of earthquakes and why are they different in different places? - Why do most volcanoes happen in the same places as earthquakes? - How do volcanoes form? - How can volcanoes affect people's lives? 	<ul style="list-style-type: none"> - Where, when and how were the remains of the Mayan civilisation discovered? - How can we use artefacts to find out about the Mayas? - How was society organised? - What religion were the Mayas and what did they believe? - What was everyday life like then, and what is life like now? - What can we learn from Mayan writing and calendars? - Why did the Mayas decline? 	<ul style="list-style-type: none"> - What are the countries and main cities of the UK? - What are the main rivers and seas of the UK? - What is a county and where are they located? - Where are the main hills and mountains in the UK? - How has the geography of London changed over time? - How has the population of the UK changed over time?



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RE					
Long term plan from Herts agreed syllabus – Judaism, Islam, Hinduism, Sikhism					
AUTUMN TERM – skills and knowledge sequence		SPRING TERM – skills and knowledge sequence		SUMMER TERM – skills and knowledge sequence	
1	2	1	2	1	2
Theme: Marking festivals, traditions and key events in life	Theme: Symbolic expression in prayer and worship / Advent and Christmas around the world	Theme: -Belonging to a family, a community, challenges and religious leadership -Different ideas about God and gods, creation and ultimate questions	Theme: -Communicating through sacred spaces and prayer - Exploring Lent, Holy Week and Salvation	Theme: -Sacred texts and stories, their guidance and impact	Theme: -Taking responsibility for living together, values and respect. -Right and wrong, just and fair.
Marking festivals, traditions and key events in life Describe ways and traditions of celebrating festivals in Islam and Christianity (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) Describe ways and traditions of marking important events in life within Christianity and Islam (such as birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Explore different ways of marking the same event (e.g. ceremonies of belonging)	Symbolic expression in prayer and worship Explain how symbolic actions in worship can communicate and express meaning beyond words. Explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah) Explore the power of light across religions Explore the importance of sharing food in Christian worship. Advent and Christmas traditions around the world Explore different ways of marking the same event (Christmas)	Belonging to a family, a community, challenges and religious leadership What does it mean to belong to a faith community? Explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments Looking at the challenge of individual commitment, explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. Learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and	Communicating through sacred spaces and prayer Investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers. Examine how architecture and design may contribute to a worshippers experience Consider the question ‘Who hears our prayers?’ Learn about key prayers (e.g. the first Surah in the Qu’ran and The Lord’s Prayer) and how they might inspire a believer’s commitment. . Exploring Lent, Holy Week and Salvation] Revisit the Easter story and	Taking responsibility for living together, values and respect Consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). Consider what rules different communities follow about caring for the world/each other. Think about what is important and what is valued and compile a moral values charter. Right and wrong, just and fair Learn about justice and fairness through the work of	Sacred texts and stories, their guidance and impact What is wisdom? Explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) Respond to the impact of these stories on religious followers. Consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur’an and The Bible). Learning about the impact of authority on individual believers, ask and explore ‘Who was Jesus?’ and ‘What is the Trinity?’ Explore the



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		<p>in their own lives.</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?)</p> <p>Learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity).</p> <p>Explore different stories about how the world began (Christianity and Islam),</p> <p>Express creatively theirs and others ideas on creation, God and heaven</p>	<p>learn about the Eucharist through visiting a local church or listening to a practising Christian</p> <p>Explore how Lent and Easter are celebrated around the world</p>	<p>development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important.</p> <p>Explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite).</p> <p>Reflect on who decides what is right and what is wrong.</p>	<p>impact of Pentecost on Christians.</p>
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PSHE – school devised					
AUTUMN TERM (YEAR A) – skills and knowledge sequence		SPRING TERM (YEAR A) – skills and knowledge sequence		SUMMER TERM (YEAR A) – skills and knowledge sequence	
1	2	1	2	1	2
<p>Kindness To learn about resolving differences To learn to maintain healthy relationships To learn about good and not so good feelings To learn about solving disputes</p>	<p>Respect To recognise differences and similarities To know how to ask for help To know strategies to keep us safe To recognise and manage dares To understand the nature and consequences of bullying</p>	<p>Healthy and Wise To make healthy choices To make own choices about food To know people who help you stay healthy and safe To learn about drugs that are common in everyday life To explore why people smoke To understand the physical effects of smoking To understand why there are no smoking laws</p>	<p>Changes To know some differences and similarities between males and females To name male and female body parts using agreed words To understand personal space To know ways of dealing with unwanted touch To understand that all families are different and have different family members</p>	<p>Pride ? Enterprise Role of money Debating topical issues Care of the environment How resources are allocated Responsibilities</p>	<p>Ambition ? Themes: Identity and self esteem Goal-setting and motivation ‘Preparing for Transition’ - All year groups</p>
<p>How can I be safe and happy at school? What different feelings and emotions do we have and how do they change? Why is it important to express feelings and emotions and how can I do this? How can I manage my feelings and emotions in different situations?</p>	<p>In what ways are people similar and different? What is peer pressure and a dare? How can I handle these? How can I keep safe in the local environment? How can I keep safe online? What is bullying and how does it affect people? What can I do if someone is being bullied?</p>	<p>How can I make better choices and choose healthy habits? How can I keep my body healthy? Who can help me stay healthy and safe? Why do people smoke? What effects can smoking have on the body? What is passive smoking? What are the rules and laws about smoking?</p>	<p>What are the differences between males and females? What are the scientific names for male and female body parts? What is personal space? What types of touch do people like and not like? How can I deal with unwanted touch? In what ways are families the same and different? Who can I go to for help and support?</p>	<p>?</p>	<p>?</p>



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PE – sports 121 coaching / rising stars					
AUTUMN TERM – skills and knowledge sequence		SPRING TERM – skills and knowledge sequence		SUMMER TERM – skills and knowledge sequence	
1	2	1	2	1	2
Sports coaches – Athletics Boot Camp	Sports coaches – Multiskills African Dance	Sports coaches – football Gymnastics	Sports coaches - netball Gymfit Circuits	Sports coaches – striking and fielding Cool Core Fitness	Sports coaches - Skip to the Beat
What is fitness and how can I improve mine? What happens to the heart during exercise? How does using the correct technique help me perform better? Why do people do circuits?	How can we create a patterns of movement? How can we use rhythm and expression in a dance? How can we tell a story through dance?	How many different ways can we jump? How we can we land safely when we jump on the floor and off apparatus? How can we select and adapt jumps to make a sequence?	How can I improve balance? What part of our bodies do we need to focus on at each station? What techniques can we use to improve our performance? Can we develop a sequence at a station?	Why is core strength and agility important? How can we improve core strength? How can circuits improve fitness levels?	What are the different ways that we can skip? How can we skip safely? How can I improve my control and balance? How can I link a sequence of skipping moves?

Music	
Violin lessons (all year)	Christmas Concert



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NC
Play and perform in ensemble contexts playing musical instruments (violin) with increasing accuracy, fluency, control and expression
Compose music for a range of purposes using the inter-related dimensions of music
Use and understand musical notations
Objectives from First Access Handbook (to take place repeatedly throughout the year)
To develop aural discrimination and aural memory skills
To develop musical thinking skills (internalising)
To develop technical control of the voice and instrument
To explore and play rhythmic and melodic patterns
To create and develop musical ideas
To play simple pieces, developing individual and ensemble skills and linking sound to visual signals / written symbols
To reflect and evaluate
To learn how music reflects the time and place in which it is created
To rehearse pieces for performance
To perform to others

NC
Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
listen with attention to detail and recall sounds with increasing aural memory



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MfL					
MfL planning using Rigolo 1					
AUTUMN TERM		SPRING TERM		SUMMER TERM	
1 – Bonjour!	2 – En Classe	1 – Mon Corps	2 – Les Animaux	1 Ma Famille	2 Bon Anniversaire
Greet and say goodbye to someone Ask someone's name and say your own Ask how someone is and respond to same question Learn some basic nouns Count numbers 1–10	Identify classroom objects Identify colours and describe an object's colour Say your age Recognise and repeat classroom instructions	Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions	Identify animals and pets Recognise and use numbers 11–20 Give someone's name Describe someone	Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position	Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates



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Computing					
- Computing planning using rising stars scheme					
Autumn		Spring		Summer	
1 Word (Basic Skills)	2 - We are Communicators	1 PowerPoint (Basic Skills)	2 We are Researchers	1 We are Programmers	2 We are Bug Fixers
<p>NC <i>use technology safely, respectfully and responsibly; select, use and combine a variety of software (including internet services) on a range of digital devices to design content use search technologies effectively</i></p> <p>To be able to use keyboard with both hands, retrieve and save work To be able to edit, cut, copy and paste text and print To select text and change font, size and colour independently To be able to create a new blank document, add text box and enter text. To be able to insert clipart and pictures from the internet and use toolbar to select and select landscape/portrait profiles</p>	<p>NC <i>use technology safely, respectfully and responsibly; use search technologies effectively understand computer networks including the internet and the opportunities they offer for communication and collaboration</i></p> <p>Rising Stars objectives To develop a basic understanding of how email works To gain skills in using email To be aware of broader issues surrounding email including online safety</p>	<p>NC <i>-use technology safely, respectfully and responsibly; -select, use and combine a variety of software (including internet services) on a range of digital devices to design content</i> To select text and use Bold and Underline icons To be able to change the background on a slide To be able to insert a text box To be able to insert clipart and photos into PowerPoint To know how to insert sound into PowerPoint To add transitions and effects into PowerPoint</p>	<p>NC <i>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i> <i>- select, use and combine a variety of software (including internet services) on a range of digital devices to design content</i></p> <p>Rising Stars objectives Use the internet to research a topic with an awareness of the need to be responsible and stay safe Present ideas in a multimedia presentation</p>	<p>NC <i>Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.</i></p> <p>Rising Stars objectives -Create an algorithm for an animated scene in the form of a storyboard -Write a program in Scratch to create the animation correct mistakes in their animation programs.</p>	<p>NC <i>-Debug programs that accomplish specific goals. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p>Rising Stars Objectives -Develop a number of strategies for finding errors in programs -Build up resilience and strategies for problem solving -Increase their knowledge and understanding of Scratch -Recognise a number of common types of bug in software.</p>