



Medium Term Planning - Year 3 Curriculum

YEAR 3	Incredible Egyptians	The Ruthless Romans	Our Earth Shattering World
	AUTUMN	SPRING	SUMMER
LITERACY COVERAGE	<u>Narrative</u> Stories with familiar settings I'll Take You to Mrs Cole (3 weeks)	<u>Narrative</u> Speech and Dialogue The Twits by Roald Dahl (3 weeks)	<u>Letter Writing</u> The Day the Crayons Quit (2-3 weeks)
	<u>Narrative</u> Adventure and Mystery Stories Anthony Browne theme (The Gorilla) (3 weeks)	<u>Narrative</u> Myths and Legends Roman Myths –A Wild Goose Chase (3-4 weeks)	<u>Narrative</u> Authors Julia Donaldson (2-3 weeks)
	<u>Non-Fiction</u> Information Texts Links to Egyptian Topic (3 weeks)	<u>Non- Fiction</u> Instructions George's Marvellous Medicine (3 weeks)	Exploring Poetry (1 week) Grammar Skills (1 week)
	<u>Poetry</u> Shape Poetry and Calligrams (Christmas Based) (2 weeks)	<u>Poetry</u> Performance Poetry The Sound Collector (1-2 weeks)	<u>Non-Fiction</u> Reports Topic Linked – Plymouth Tourism (3 weeks)

Transcription	Grammar	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, (e.g. <i>when, before, after, while, so, because</i>) adverbs (<i>then, soon, therefore</i>) and prepositions to express time and cause. (<i>before, after, during, because of</i>) • Indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ Using commas after fronted adverbials. ➤ Indicating possession by using the possessive apostrophe with singular nouns. ➤ Use a & an according to whether the next words begins with a consonant or a vowel. <p>Terminology for pupils: <i>Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</i></p>	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. (<i>Formation of nouns using a range of prefixes e.g. super- anti- auto -</i>) • Using conjunctions, (e.g. <i>when, before, after, while, so, because</i>) adverbs (<i>then, soon, therefore</i>) and prepositions to express time and cause. (<i>before, after, during, because of</i>) • Using fronted adverbials • Indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ Using commas after fronted adverbials. ➤ Indicating possession by using the possessive apostrophe with plural nouns. ➤ Introduction to inverted commas to punctuate direct speech. 	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, (e.g. <i>when, before, after, while, so, because</i>) adverbs (<i>then, soon, therefore</i>) and prepositions to express time and cause. (<i>before, after, during, because of</i>) • Using fronted adverbials • Indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ Using commas after fronted adverbials. ➤ Indicating possession by using the possessive apostrophe with plural nouns. ➤ Introduction to inverted commas to punctuate direct speech.
		Spelling (See NC Spelling List)	Spelling (See NC Spelling List)	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition	Presentation	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately 	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately 	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately
	Purpose	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.
	Imaginative Description	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
	Organisation	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Introduction to paragraphs as a way to group related material. • Sequence paragraphs. 	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Introduction to paragraphs as a way to group related material. • Sequence paragraphs. 	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Introduction to paragraphs as a way to group related material. • Sequence paragraphs.

	Sentence Construction	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases.
Analyse and Presentation	Analysis	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 3 Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p>	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 3 Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p>	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 3 Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p>
	Presentation	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation.
Reading	<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Read and listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Read and listen to whole books. • Read books that are structured in different ways and reading for a range of purposes. • Used dictionaries to check the meaning of words they have read. 			

Understanding Texts	Accuracy	<p><u>Objective: To read words accurately</u></p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings 	<p><u>Objective: To read words accurately</u></p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings 	<p><u>Objective: To read words accurately</u></p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings
		<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text 	<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text 	<p><u>Objective: To understand texts</u></p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text

	Listening	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation 	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation 	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation
Communication	Developing vocabulary	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
	Speaking	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud.
	Story Telling	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out.
	Conversation	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative.

Number and Place Value

- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- identify, represent and estimate numbers using different representations
- compare and order numbers up to 1000
- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number- Addition and Subtraction

- a three-digit number and hundreds
- a three-digit number and ones
- a three-digit number and tens
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- a three-digit number and hundreds

Multiplication and Division (2)

- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Money

- add and subtract amounts of money to give change, using both £ and p in practical contexts

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Length

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

Fractions (2)

- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$)
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Time

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., 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 durations of events [for example to calculate the time taken by particular events or tasks]

Multiplication and Division

-write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
-recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
-solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions (1)

-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
-recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
-recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
-compare and order unit fractions, and fractions with the same denominators
-solve problems that involve all of the above

Angles and properties of shapes

-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 two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
-identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Mass

-measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Capacity

-measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Ruthless Romans – links with history topic

Objective: To investigate places

- Name and locate the countries of Europe and identify their main physical and human characteristics.

Mega Cities – Geography Connect

Objective: To investigate places

- 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.
- 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.

To investigate patterns

- human geography, including: settlements and land use.

Our Earth Shattering World

(Geography Connect -Earthquakes and the Magic Kingdom)

Objective: To investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

To investigate patterns

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.

Ancient Egypt**Objective: To investigate and interpret the past**

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Objective: To build an overview of world history

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Objective: To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events

Objective: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

The Roman Empire and its Impact on Britain**Objective: To investigate and interpret the past**

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Objective: To build an overview of world history

- Compare some of the times studied with those of other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Objective: To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Objective: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Animals Including Humans

Light

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Forces and Magnets

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Rocks

Plants

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Objective: To understand animals and humans

- Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Objective: To understand Light and Seeing

- 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 a solid object.
- Find patterns in the way that the size of shadows change.

Objective: To understand movement, forces and magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- 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 repel each other, depending on which poles are facing.

Objective: To investigate materials: Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)
- Describe in simple terms how fossils are formed when things that have lived are trapped within the rock
- Recognise that soils are made from rocks and organic matter

Objective: To understand plants

- Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Worship, Pilgrimage and Sacred Places

- That we all have different reasons for valuing things/people.
- That journeys include triumphs but also difficulties and that some journeys have a special significance.
- That worship is an important activity and an expression of faith
- That worship can be a communal or individual activity
- That worship can be expressed and shown in a variety of ways in Christianity
- That key features in religion are expressions of beliefs.
- To find out what other children already know about Hinduism
- About worship through the elements, rituals and artefacts that are involved in Hindu worship in a mandir
- To understand the meaning and symbolism of different objects and acts
- About the importance of a variety of places to Christians
- In detail about a Christian place of pilgrimage
- About the importance of the River Ganges and a variety of places to Hindus
- In detail about a Hindu place of pilgrimage
- To reflect on feelings and experiences linked to a pilgrimage and special journey.
- To make links between Hindu and Christian worship
- To make links between Hindu and Christian pilgrimage
- To make links between pilgrimages and their own special journeys.

Symbols and Religious Expression

- To learn about the meaning of everyday signs and symbols.
- How memories are linked to particular objects.
- To understand the meaning of some Christian symbols.
- To learn about some key symbols within a place of worship.
- How religious symbols convey important beliefs and meanings.
- How religious actions have symbolic meanings.
- How metaphors can convey religious meaning.
- How to interpret religious metaphors.
- The meaning of the aum symbol and its significance for Hindus.
- About some aspects of Hindu beliefs in Brahman.
- That shrines are special places in Hindu homes.
- About some of the ways that Hindus show devotion to God.
- What puja means.
- That actions in worship often have symbolic meanings.
- That some activities in worship have parallels in their own lives.

Teachings and Authority

- That books are very special because, for some people, they contain teachings and truths about God.
- About the significance of the Bible in Christianity.
- To reflect upon and relate key themes and stories in the Bible with their own lives and experiences.
- Identify and describe some Hindu sacred texts.
- To explore some sacred Hindu texts.
- To reflect upon what these texts might mean.
- To explore Hindu beliefs from a story.
- To suggest answers to the question 'What does an avatar tell us about the nature of God?'
- To explore the meaning of the story of Rama and Sita.
- To experience some of the preparations for the festival of Divali.
- Talk about feelings children have when they don't know what to do.
- Explore the story of Dhurva and discuss how he turned to Lord Vishnu.
- To explore the Bible.
- To understand that Christians believe that the Bible is the inspired word of God.
- To express understanding of some Christian texts through art.
- To explore the meaning of a parable.
- To reflect on what it means to be forgiven.

Milestones**To code**

- Motion - Use specified screen coordinates to control movement.
- Looks - Set the appearance of objects and create sequences of changes.
- Sound - Create and edit sounds. Control when they are heard, their volume, duration and rests.
- Draw - Control the shade of pens.
- Events - Specify conditions to trigger events.
- Control - Use IF THEN conditions to control events or objects.
- Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
- Operators - Use the Reporter operators

() + ()

() - ()

() * ()

() / ()

- Variables and lists - Use variables to store a value
 - Use the functions define, set, change, show and hide to control the variables.

To connect

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

To communicate

- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To collect

- Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Computing	<p>Unit 1: Coding –</p> <p>We are Programmers (Switched on)</p> <ul style="list-style-type: none"> - Looks: Set the appearance of objects and create sequences of changes - Draw: Control the shade of pens. - Sound: Create and edit sounds. Control when they are heard, their volume, duration and rests. - Motion: Use specified screen coordinates to control movement. <p>Debugging – finding errors in code and fixing problems.</p> <p>Expectations</p> <ul style="list-style-type: none"> • 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>Unit 2: Connect and communicate -</p> <p>We are communicators (Switched on)</p> <ul style="list-style-type: none"> - Understand how online services work - Understand that comments made online that are hurtful or offensive are the same as bullying - Use some of the advanced features of applications and devices to communicate ideas, work or messages professionally. <p>Expectations:</p> <ul style="list-style-type: none"> • Children write and send emails to a partner in another class • To develop basic understanding of how email works • To be aware of broader issues surrounding e-safety • To gain communication skills 	<p><i>Unit 3: Collect and connect</i></p> <p><i>Data base planning from TES – in subject coordinators folder.</i></p> <ul style="list-style-type: none"> - <i>Devise and construct databases using applications designed for this purpose in areas across the curriculum</i> <p><i>Expectations:</i></p> <ul style="list-style-type: none"> - <i>Explore purpose of data bases</i> <p><i>Understand how to search</i></p>
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Objective: To master practical skills**Materials – shell structures**

- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Use finishing techniques suitable for the product they are creating.

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
-

Objective: To design, make, evaluate and improve

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

Objective: To master practical skills**Textiles**

- Understand the need for a seam allowance.
- Measure and mark out to the nearest millimetre.
- Cut materials accurately and safely by selecting appropriate tools.
- Join textiles with appropriate stitching and joining techniques.
- Select the most appropriate techniques to decorate textiles.

Objective: To design, make, evaluate and improve

- Investigate a range of 3-D textile products relevant to the project.
- Disassemble products to understand how they work.
- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.

Objective: to take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

Objective: To master practical skills**Food**

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

Computing

- Control and monitor models using software designed for this purpose.

Objective: To design, make, evaluate and improve

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. . Record the evaluations using e.g. tables and simple graphs
- Design with purpose by identifying opportunities to design.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Use software to design and represent product designs.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design with reference to the design criteria and the views of others.

Objective: To take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

Objective: To master practical skills**Materials, mechanics and construction – leavers and linkages**

- Understand and use lever and linkage mechanisms.
- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
- Distinguish between fixed and loose pivots.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Select from and use finishing techniques suitable for the product they are creating.

Computing

- Control and monitor models using software designed for this purpose.

Objective: To design, make, evaluate and improve

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.
- Order the main stages of making Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

Objective: To master practical skills**Electrical Systems**

- Constructed Understand and use electrical systems in their products using a simple series electrical circuit in science, using bulbs, switches and buzzers.
- Cut and join a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select electrical components according to their functional properties and aesthetic qualities.

Computing

- Apply their understanding of computing to program and control their product

Objective: To design, make, evaluate and improve

- Investigate and analyse a range of existing battery-powered products.
- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

Objective: To master practical skills**Food**

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

Objective: To design, make, evaluate and improve

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. . Record the evaluations using e.g. tables and simple graphs
- Design with purpose by identifying opportunities to design.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Use software to design and represent product designs.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design with reference to the design criteria and the views of others.

Objective: To take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

Objective: To develop ideas (these objectives over-arch all units)

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Art & Design	<p>Objective: To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly • Use shading to show light and shadow <p>Drawing pyramids</p> <p><i>Investigate lines to create pattern and texture – sketch lightly for pyramids using line for pencil drawings of pyramids.</i></p> <p>For Learning Log – Sculpture</p> <ul style="list-style-type: none"> • create and combine shapes create recognisable forms (e.g. Shapes made from nets or solid materials) <p>3D pyramids</p> <p><i>Set for LL task. Children can use chosen materials to create a 3D pyramid linked to topic on Egyptians</i></p>	<p>Sculpture cont.</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Roman pot using coil technique</p>	<p>Objective: To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Working in the style of Brian Pollard -</p> <p><i>Explore the work of local artist Brian Pollard. With reference to his work, recreate images using paint, collage and layers materials</i></p> <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint (powder) to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross and back stitch, quilt, pad and gather fabric.
Music	<p><u>Glockenspiel Unit 1/2 (Charanga)</u></p> <ul style="list-style-type: none"> • Play notes on an instrument with care so they are clear • Devise non-standard symbols to indicate when to play and rest • Recognise formal notation for the notes A to G on a tuned percussion instrument • Recognise symbols for a one beat, two beat and four beat note and say how many beats that symbol represents 	<p>Three Little Birds (Charanga)</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch • Sing in tune • Pronounce words within a song clearly • Evaluate music using musical vocabulary to identify areas of likes and dislikes 	<p>Creative Composition (First Access – outside agency)</p> <ul style="list-style-type: none"> • Perform with control and awareness of others • Use sound to create abstract effects <p>Rounds (Shalom / land of the silver birch / row your boat)</p> <ul style="list-style-type: none"> • Maintain a simple part within a group in a round

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 1 Ball Skills Netball and Football (Val Sabin)

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Term 2 Argyle Coaching Basketball

REAL PE – Unit 1 and 2

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 3 -Net/Court/Wall Games- Tennis (Val Sabin)

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Term 4 Premier Coaching Fencing

Dance- Dance Workshop ‘Romans’

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

REAL PE Unit 3 and 4

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 5– Striking and Fielding – Bucket Rounders (Val Sabin)

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Term 6 Premier Coaching Tennis

Athletics

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

REAL PE Unit 5 and 6

To read fluently

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.

To write imaginatively

- Write a few short sentences using familiar expressions.
- Express personal experiences and responses
- Write short phrases from memory with spelling that is readily understandable.

To speak confidently

- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

1: Word order and opinions

2: The enormous turnip

3: Numbers 1-10

4: Numbers and j'ai

5: Age

- Use two different colours and a connective to describe an animal.
- Give an opinion about the animal.
- Listen and respond to a simple story using repetition and gestures.
- Sing a well-known traditional French song.
- Learn how to pronounce the phoneme ai.
- Understand and act out a simple story
- Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers.
- Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers.
- Understand and use j'ai and know the difference between j'ai and je suis.
- Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age.
- Learn how to pronounce the phoneme ai.

6: Definite (le,le,les) and indefinite articles (un,une)

7: Je voudrais

8: The connective 'mais'

9: C'est & the Hare and the Tortoise

10: Aussi

- Understand the difference between le/la/les and un/une in French and know when to use each type of article.
- Take part in a simple role play based on a story.
- Understand the phrase Qu'est-ce que tu voudrais?
- Use the phrase je voudrais in appropriate contexts.
- Create sentences using the language j'adore/ je déteste ... mais je voudrais.
- Practise opinion phrases j'adore/ je déteste ...
- Practise extending sentences with mais.
- Learn the high frequency phrase c'est.
- Learn some new animal nouns.
- Ask questions with c'est qui?
- Extend sentences with et and aussi.

11: Numbers 1-15

12: Days of the week

13: Revision and raps

14: Assessment & rap performance

15: Paris

- Revise numbers 1-10
- Learn numbers 11-15.
- Learn how to pronounce the nasal phoneme on.
- Revise j'adore/et toi?
- Learn days of the week.
- Learn how to pronounce the r phoneme correctly.
- Revise days of the week.
- Create a rap based on much of the language they have covered in Y3 in French.
- Perform a rap based on much of the language they have covered in Y3 in French.
- Complete an assessment in the different language skills, if desired.
- Revise opinions and connectives.
- Learn about location of Paris.
- Learn about four famous Paris landmarks.

Being Me in My World

- I recognise my worth and can identify positive things about myself and my achievements
- I can face new challenges positively, make responsible choices and ask for help when I need it
- I understand why rules are needed and how they relate to rights and responsibilities
- I understand that my actions affect myself and others and I care about other people's feelings
- I can make responsible choices and take action
- I understand my actions affect others and try to see things from their points of view

Celebrating Difference

- I understand that everybody's family is different and important to them
- I understand that differences and conflicts sometimes happen among family members
- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I recognise that some words are used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were

Dreams & Goals

- I can tell you about a person who has faced difficult challenges and achieved success
- I can identify a dream/ambition that is important to me
- I enjoy facing new learning challenges and working out the best ways for me to achieve them
- I am motivated and enthusiastic about achieving our new challenge
- I can recognise obstacles which might hinder my achievement and can take steps to overcome them
- I can evaluate my own learning process and identify how it can be better next time

Healthy Me

- I understand how exercise affects my body and know why my heart and lungs are such important organs
- I can tell you my knowledge and attitude towards drugs
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help
- I understand that, like medicines, some household substances can be harmful if not used correctly
- I understand how complex my body is and how important it is to take care of it

Relationships

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener
- I know and can use some strategies for keeping myself safe
- I can explain how some of the actions and work of people around the world help and influence my life
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different
- I know how to express my appreciation to my friends and family

Healthy Me

- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
- I understand how babies grow and develop in the mother's uterus and I understand what a baby needs to live and grow
- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
- I can identify how boys' and girls' bodies change on the outside during this growing up process
- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- I can start to recognise stereotypical ideas I might have about parenting and family roles