

Year 3 Yearly Objective Overview 2022 – 2023 (using sonar whole school curriculum map)

	Autumn Term 1	Autumn Term 2 Black History Anti-bullying	Spring Term 3 Safer Internet	Spring Term 4 World Book day	Summer Term 5	Summer Term 6
Trip / visits	Druisillas			Anglo-saxon man		
Reading for Pleasure text (may change when we know the children!)	The Boy who grew dragons By Andy Shepherd	Classic: Fantastic Mr Fox By Roald Dahl	Poetry: Revolting Rhymes By Roald Dahl Mustard, custard grumble belly & gravy By Michael Rosen	Tom's Sausage Lion By Michael Morpurgo	Stories from other cultures Or The Last Bear By Hannah Gold	The Girl Who Stole an Elephant By Nizrana Farook (??)
			Whole school text – week 1 The Secret Sky Garden			
Writing	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
TEXT	Buddy's rainforest rescue By Ellie Jackson & Laura Callwood	How to be a Viking by Cressida Cowell or The Last Viking by Terry Deary BBC TEACH VIKING SAGAS	Weslandia By Paul Fleischman	Beowulf by Michael Morpurgo Or Winter of the Wolves by Tony Bradman NF ANGLO SAXON BOOKS	Leaf By Sandra Dieckmann	BFG (extracts) By Roald Dahl
Revision Y2 LOs	<u>G and P</u> <ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required <ul style="list-style-type: none"> Use commas in lists Use apostrophes for the contracted form Use apostrophes for singular possession Use sentences with different forms: statements, commands, questions and exclamations Use expanded noun phrases <ul style="list-style-type: none"> Use present/past tense correctly and consistently, including progressive forms of verbs Use subordination (when, if, that, because) Use co-ordination (or, and, but) <ul style="list-style-type: none"> Use and understand the grammatical terminology in English 	<u>Plan Draft and edit</u> <ul style="list-style-type: none"> Plan/say aloud what they are going to write, sentence by sentence <ul style="list-style-type: none"> Write down key ideas/words/vocabulary Evaluate own writing with teacher/other pupils Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form Proof-read for errors in spelling, grammar and punctuation and make corrections Read aloud what they have written with appropriate intonation to make the meaning clear 	<u>Text structure and features</u> <ul style="list-style-type: none"> Draw on a wide range of stories, poems, plays and information books and understand their features Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple, recurring language and discuss favourite words and phrases Understand the structure of non-fiction books Write for different purposes including narratives about personal experiences (real and fictional) <ul style="list-style-type: none"> Write about real events <ul style="list-style-type: none"> Write poetry Structure and sequence ideas orally and (where appropriate) through drama and role-play 	<u>Language and Vocabulary</u> <ul style="list-style-type: none"> Recognise and use simple recurring literary language in stories and poems Discuss and clarify meanings of new words, making links to known vocabulary Use drama and role-play to identify with and explore characters Use suffixes –ful, -less, -ness, -ly, -er and –est to form and modify nouns, adjectives and adverbs 	<u>Y2 Transcription</u> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others Learn new ways of spelling phonemes for which one or more spellings are already known Spell common exception words and those with contractions Distinguish between homophones and nearhomophones Use the possessive apostrophe (singular) Add suffixes –ment, -ness, -ful, -less, -ly Form lower-case letters of correct size/proportion <ul style="list-style-type: none"> Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined Write capital letters of the right size, orientation and proportion Use correct spacing between letters and words 	

					<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
National Curriculum *not in Sonar*	Express time, place & cause using conjunctions eg when, before, after, while, so, because Adverbs eg then, next, soon, therefore Prepositions eg before, after, during, in, because of *prefixes eg super, anti, auto* *suffixes* *a/an, consonant/vowel* *Word families*	Paragraphs, introduction, heading & subheading Direct speech punctuation *present perfect form of verbs eg he has gone out to play*	*homophones* *possessive apostrophe's with regular & irregular plurals*	Create settings, character & plot Plan, draft, write Compose & rehearse sentences orally Edit & evaluate Read aloud own writing *use of dictionary* *dictation*	Nouns & pronouns Fronted adverbials	
Learning sequence Extra bits	*Word classes *Expanded noun phrases *Prepositional phrases *Effective verbs and adverbs *Sentence openers *Compound sentences *Sharing poems *Poetry layout and language	*Features of sagas *Character description *Effective verbs and adverbs *Role play *Descriptive skills *Speech bubbles *Inverted commas *Dialogue *Simple, compound, complex sentences *Variety of sentence openers *Features of diary writing *Upskill to ambitious vocab	*Sequence process of farming bananas *Explain conjunctions link ideas *Model recount, edit, improve	*Sort NF / F books *Similarities and differences in how information is presented in books eg diagrams, tables, glossary, photos *Structure and features of NF books *Discuss how language, structure and layout of a book contributes to the understanding of it *Use a dictionary to check meaning of new words *Take notes using variety of sources and use to write a variety of sentences eg simple, compound and complex *Consider cohesion within sentences using conjunctions and between ideas and paragraphs using adverbials *Share egs of newspapers and discuss features eg headline, by-line, introduction, main article, quotes, pictures and captions *5Ws of newspaper features *Inverted commas	*Collect information about Polar Bears	*Discuss well-known authors *Talk about favourite Roald Dahl books *Ask questions and draw inferences from the text *Alternatives to said
Writing Grammar and punctuation	• Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) *Express time, place and cause using conjunctions	• Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) * Express time, place and cause using conjunctions	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) •Express time, place and cause using conjunctions	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) •Express time, place and cause using conjunctions	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) •Express time, place and cause using conjunctions	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) •Express time, place and cause using conjunctions

	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of)	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) • Punctuate direct speech with inverted commas	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) *Use commas after fronted adverbials (Y4)	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) *Use commas after fronted adverbials (Y4) • Punctuate direct speech with inverted commas	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) *Use commas after fronted adverbials (Y4)	(when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) *Use commas after fronted adverbials (Y4) *Punctuate direct speech with inverted commas
Writing Language and vocab	*Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • Use similar writing to identify and understand Vocabulary and language *Discuss words and features of texts that capture the reader's interest *create settings *Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses verbs	*Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • Use similar writing to identify and understand Vocabulary and language *create character, settings and plot *Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses	*Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration	*Discuss words and features of texts that capture the reader's interest	*Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration *Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses • Use similar writing to identify and understand vocabulary) *create settings	*Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration *Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses • Use similar writing to identify and understand Vocabulary and language *create character, settings and plot
Writing Text structure and features	• Recognise themes eg good over evil, use of magical devices	*Recognise themes eg good over evil, use of magical devices • Retell stories orally • Build on KS1 wide range of stories, poetry, plays, Myths *organise paragraphs around a theme	*Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition • Link ideas across paragraphs using adverbials of time, place and number or by varying tense	*Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition • Link ideas across paragraphs using adverbials of time, place and number or by varying tense *organise paragraphs around a theme • Locate information using contents, index and glossaries • Use simple organisational devices eg headings,	• Recognise themes eg good over evil, use of magical devices • Retell stories orally • Build on KS1 wide range of stories, poetry, plays, Myths	*Build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number or by varying tense

				sub-headings		
Writing Plan draft edit evaluate	<ul style="list-style-type: none"> • Draw on examples of writing when planning their own work • Discuss and record ideas • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements 	<ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning their own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements 	<ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning their own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements 	<ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning their own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements 	<ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning their own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements 	<ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning their own work • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Assess own and others' writing, suggesting improvements
Transcription	<ul style="list-style-type: none"> • Spell words that are often misspelt • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of handwriting 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of Handwriting • Spell wide range of homophones • Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly) • Spell words that are often misspelt 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of Handwriting • Spell wide range of homophones • Write from memory simple sentences dictated by the teacher • Spell words that are often misspelt 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of Handwriting • Write from memory simple sentences dictated by the teacher • Use the first two or three letters of a word to check its spelling in a dictionary • Spell words that are often misspelt 	<ul style="list-style-type: none"> • Use possessive apostrophe for plurals • Write from memory simple sentences dictated by the teacher • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of Handwriting • Write from memory simple sentences dictated by the teacher • Use the first two or three letters of a word to check its spelling in a dictionary • Spell words that are often misspelt 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of Handwriting • Spell words that are often misspelt
Spelling	Twinkl Spelling scheme Based on ability					
Word Reading						
Reader's Workshop	Metacognition Prior knowledge Connections	Visualising	Asking questions	Asking questions	Making inferences Predictions	Determining importance
Reading Comprehension						
Maths White Rose	Flashbacks Times tables Place Value	Flashbacks Times tables Addition & Subtraction	Flashbacks Times tables Multiplication & Division B	Flashbacks Times tables Fractions A	Flashbacks Times tables Fractions B	Flashbacks Times tables Time

	Addition & Subtraction Multiplication & Division A	Multiplication & Division A	Length & Perimeter	Mass & Capacity	Money Time	Shape Statistics
Science	Light: Recognise that we 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 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 Develop skills of systematic observation	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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing 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 Develop skills of systematic Observation Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources Develop different types of scientific enquiry	Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore and describe 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 pollination, seed formation and seed dispersal Develop skills of systematic observation	Rocks: 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	Animals, including humans: 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	Investigation Develop skills of systematic observation Set up simple practical enquiries Understand comparative and fair tests Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources Develop different types of scientific enquiry Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts Report on findings orally and in writing using scientific language Use results to draw simple conclusions and make predictions Identify similarities, differences, changes related to scientific processes and ideas Use range of equipment to measure accurately
RE	PEOPLE OF GOD What is it like to follow God?	SIKHI What is important for Sikh people? CHRISTMAS Jesse Tree	INCARNATION What is the Trinity?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHI How do Sikh people worship and celebrate?
PSHE 10/10	We Don't Have to Be the Same *Similarities and differences between people arise as they grow and make choices, and that by living and working together –	What Am I Feeling? *That emotions change as they grow up *About the range and intensity of their feelings and that 'feelings' are not good guides for action *That feelings are neither good or bad, but information about	What Am I Looking at? *To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. I am Thankful *Some behaviour is wrong, unacceptable, unhealthy and/or risky.	A Time for Everything *Understand what 'death' means Learn about some feelings often connected with grief Friends, Family and Others... *Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong	Sharing Online *Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying *Learn about harassment and exploitation in relationships, including physical and	First Aid Heroes * In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge. How Do I Love Others?

	<p>teamwork – we create community</p> <p>*About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</p> <p>*Class rules/settling in</p>	<p>what we are experiencing that help us consider how to act</p> <p>*What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being</p>	<p>*Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media</p>	<p>*That there are different types of relationships including those between acquaintances, friends, family and relatives</p> <p>*That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other</p> <p>The difference between a group of friends and a ‘clique’</p>	<p>emotional abuse and how to respond</p> <p>* To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>Chatting Online</p> <p>* How to use technology safely</p> <p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p>	<p>* To devise practical ways of loving and caring for others.</p>
History		<p>Vikings</p> <p>*Compare different eras considering similarities and difference</p> <p>*Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>*Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>*Develop understanding of how and why the past is represented in different ways</p> <p>*Select key information from a range of sources to answer a historical question</p> <p>*Understand what types of question are historically valid</p>		<p>Anglo-Saxons</p> <p>*Compare different eras considering similarities and difference</p> <p>*Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>*Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>*Develop understanding of how and why the past is represented in different ways</p> <p>*Select key information from a range of sources to answer a historical question</p> <p>*Understand what types of question are historically valid and identify how to find the answer</p>		<p>Local history – Hop Farming</p> <p>*Compare different eras considering similarities and difference</p> <p>*Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>*Examine in depth an aspect of local history from a period beyond 1066</p> <p>*Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>*Develop understanding of how and why the past is represented in different ways</p> <p>*Select key information from a range of sources to answer a historical question</p>

		<p>and identify how to find the answer</p> <p>*Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>		<p>*Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>		<p>*Understand what types of question are historically valid and identify how to find the answer</p> <p>*Develop a range of historical vocabulary eg artefact</p>
Geography	<p>Rainforest</p> <p>*Locate some countries of N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p>*Begin to identify position Of N/S Hemispheres and the Equator</p> <p>*Begin to describe some key aspects of physical geography (climate zones, biomes, mountains)</p> <p>*Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p> <p>*Confidently use world maps, atlases and globes and begin to use digital mapping</p> <p>*Begin to explain geographical similarities and differences (region of UK and N/S America)</p>		<p>Europe focus</p> <p>* Locate some countries of Europe using maps and identify some environmental regions, key physical/human features, cities</p> <p>*Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</p> <p>*Begin to explain geographical similarities and differences (region of UK, European country)</p> <p>*Confidently use world maps, atlases and globes and begin to use digital mapping</p> <p>*Begin to explain geographical similarities and differences (region of UK and European Countries)</p>		<p>*Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>*Begin to identify position of Prime/Greenwich Meridian and time zones</p> <p>*Confidently use world maps, atlases and globes and begin to use digital mapping</p> <p>*Begin to explain geographical similarities and differences</p> <p>*Begin to describe some key aspects of physical geography (climate zones, biomes)</p>	
Computing	<p>*Begin to work with various forms of input/output</p>	<p>*Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web</p> <p>*Use some search technologies effectively and appreciate how results are selected</p> <p>*Decide which questions to ask when using search engines</p>	<p>*Use technology safely, respectfully and responsibly</p> <p>*Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact (e-safety)</p> <p>*Use a variety of software on digital devices</p>	<p>*Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web</p> <p>*Use some search technologies effectively and appreciate how results are selected</p>	<p>*Use technology safely, respectfully and responsibly</p> <p>*Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact</p> <p>*Start to use reasoning to understand how algorithms work</p> <p>*Detect errors in algorithms and programs</p> <p>*Begin to solve problems by</p>	<p>*Use a variety of software on digital devices</p>

					decomposing them into smaller parts *Start to use sequence and selection in programs *Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems	
Art	<p>Media and materials</p> <p>Create sketchbooks to record and revisit observations In painting, use white to make tints and black to make tones and create a colour wheel In collage, consider the effect of chosen materials and technique In sculpture, include texture that conveys feelings, expression or movement and refine use of tools In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc In digital media, use a range of tools to create different lines, colours, shapes, tones and textures</p> <p>Skills Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette</p>		<p>Significant artists</p> <p>Evaluate work of some artists and analyse creative works Know about great artists, architects and designers and how their art / design reflected and shaped our history</p> <p>Skills</p> <p>Use and apply art and design techniques and improve their control and use of materials</p>	<p>Skills</p> <p>Use and apply art and design techniques and improve their control and use of materials</p>		
DT	<p>Forest school / animal hide</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p>	<p>Viking longship</p> <p>*Communicate ideas using different strategies eg discussion, sketch</p> <p>*Use research to inform design</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>*Apply understanding of how to strengthen, stiffen and reinforce structures</p>	<p>Salad</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>*Apply principles of a healthy, varied diet when preparing variety of savoury dishes</p> <p>*Apply understanding of seasonality and its link to ingredients</p>	<p>Anglo-Saxon Helmet</p> <p>*Communicate ideas using different strategies eg discussion, sketch</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>*Use research to inform design</p> <p>*Apply understanding of how to strengthen, stiffen and reinforce structures</p>	<p>Diorama</p> <p>*Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>*Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work</p> <p>*Communicate ideas using different strategies</p> <p>*Use research to inform design</p>	<p>Marble run</p> <p>*Communicate ideas using different strategies eg discussion, sketch</p> <p>*Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>*Use research to inform design</p> <p>*Take risks to become innovative and resourceful</p> <p>*Investigate a range of existing products that address real/ relevant problems, in a range of</p>

					<div>*Take risks to become innovative and resourceful</div>	<div>relevant contexts eg home, leisure, school</div> <div>*Apply understanding of how to strengthen, stiffen and reinforce structures</div>
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