

# Menston Primary School Long-Term Overview 2025-26



## Year 3 Autumn Term *Please note this is a working document and subject to change*

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p><b>The Stolen Spear by Saviour Pirotta</b></p> <p><b>Ruby's Worry by Tom Percival</b> Writing to inform: letter of advice</p> <p><b>Stone Age Boy by Satoshi Kitamura</b> Writing to entertain: Narrative</p>	<ul style="list-style-type: none"> <li>Number – place value number</li> <li>Addition and subtraction</li> <li>Number – multiplication and division A</li> </ul>	<p><b>How did life develop during the Stone Age?</b></p> <ul style="list-style-type: none"> <li>When was the stone age and what periods did it include?</li> <li>Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know?</li> <li>What was life like during the Stone Age and how do we know?</li> <li>How did life change?</li> <li>How can Skara Brae help us learn about the Stone Age?</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><b>Painting &amp; Mixed Media Prehistoric Painting</b></p> <ul style="list-style-type: none"> <li>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task, e.g. choosing a fine paintbrush for making detailed marks.</li> <li>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</li> <li>Explore contrasting and complimentary colours.</li> <li>Modify chosen collage materials in a range of ways, e.g. by cutting, tearing, resizing or overlapping.</li> <li>In sketchbooks, use collage as a means of collecting ideas.</li> </ul>	<p><b>Computing Systems and Networks</b></p> <p><b>Connecting Computers</b></p> <ul style="list-style-type: none"> <li>How does a digital device work?</li> <li>What parts make up a digital device?</li> <li>How do digital devices help us?</li> <li>How am I connected?</li> <li>How are computers connected?</li> <li>What does our school network look like?</li> </ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"> <li>Online reputation</li> </ol>	<p>Back to School with SCARF Five lessons to introduce the SCARF acronym to be taught in week 1</p> <p>Me and My Relationships Includes feelings/emotions/conflict resolution/friendships</p>	<p>How do Jews use stories to remember God's covenant?</p> <p><i>Judaism</i></p>	<p><b>Multi Skills: (FMS)</b></p> <ul style="list-style-type: none"> <li>Show balance, coordination and technique when running at different speeds, stopping with control.</li> <li>Link running, hopping and jumping actions using different take offs and landing.</li> <li>Jump for distance and height with an awareness of technique.</li> <li>Throw a variety of objects, changing action for accuracy and distance.</li> <li>Demonstrate balance when performing other fundamental skills.</li> <li>Show balance when changing direction in combination with other skills.</li> <li>Can co-ordinate their bodies with increased consistency in a variety of activities.</li> </ul>	<p><b>Creating compositions in response to an animation. (Theme: Mountains)</b></p> <ul style="list-style-type: none"> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>To know that an ensemble is a group of musicians who perform together.</li> <li>To know that to perform well, it is important to listen to the other members of your ensemble.</li> </ul>	<p><b>J'apprends le français (I am learning French)</b></p> <ul style="list-style-type: none"> <li>pinpoint France and other French speaking countries on a map of the world.</li> <li>ask and answer the question 'How are you?' in French.</li> <li>say 'Hello' and 'Goodbye' in French.</li> <li>ask and answer the question 'What is your name?' in French.</li> <li>count to 10 in French.</li> <li>say 10 colours in French.</li> </ul>
Autumn 2	<p><b>The Boy Who Grew Dragons by Andy Shepherd</b></p> <p><b>Rombald the Giant of Ilkley Moor by Anita Simic</b> Writing to entertain: Adventure</p> <p><b>The Cottingley Fairies by Ana Sender</b> Writing to entertain: Fairy story</p>		<p><b>What settlements are in and near Yorkshire?</b></p> <ul style="list-style-type: none"> <li>What county do you live in and what is it divided into?</li> <li>What are the key geographical characteristics of Cumbria, Lancashire and Derbyshire?</li> <li>What is the same/different about York, Hull and Leeds?</li> <li>What topographic features can you identify on a map?</li> <li>What is a national park?</li> <li>What are the main land-use patterns in Menston and how has this changed over time?</li> </ul>	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Structures: Pavilions</b></p> <ul style="list-style-type: none"> <li>Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</li> </ul>	<p><b>Creating Media Animation</b></p> <ul style="list-style-type: none"> <li>Can a picture move?</li> <li>Frame by frame</li> <li>What's the story?</li> <li>Picture perfect</li> <li>Evaluate and make it great!</li> <li>Lights, camera, action!</li> </ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"> <li>Copyright and ownership</li> </ol>	<ul style="list-style-type: none"> <li>Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement</li> </ul>	<p>What faiths and beliefs can be found in our country and community?</p> <p><i>Christianity, Judaism, Islam, Buddhism, Hinduism, Sikhism and non-religious approaches</i></p>	<p><b>Invasion Games (Dodgeball &amp; Basketball)</b></p> <ul style="list-style-type: none"> <li>Throw and catch with greater control and accuracy.</li> <li>Practise the correct technique for catching a ball and use it in a game.</li> <li>Perform a range of catching and gathering skills with control.</li> <li>Catch with increasing control and accuracy.</li> <li>Throw a ball in different ways (e.g. high, low, fast or slow).</li> <li>Move with the ball (in a variety of ways) with some control.</li> <li>Pass the ball in two different ways in a game situation with some success.</li> <li>Know how to keep and win back possession of the ball in a team game.</li> <li>Find a useful space and get into it to support teammates.</li> <li>Use simple attacking and defending skills in a game.</li> <li>Apply and follow rules fairly.</li> </ul>	<p><b>Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)</b></p> <ul style="list-style-type: none"> <li>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E</li> <li>Listen to musical pieces and begin to recognise known instruments.</li> <li>Offer their opinion on a piece of music backed up with a reason.</li> <li>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio</li> </ul>	<p><b>Les animaux (Animals)</b></p> <ul style="list-style-type: none"> <li>Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>Understand that there are more determiners/ articles in French than in English.</li> <li>Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>

### Curriculum enrichment:

- Outdoor day: Stone Age theme – Autumn 1
- Outdoor day: Science link to Animals including humans
- RE visit to a Synagogue (Roundhay) – Autumn 2?
- Wild Passport Day - Autumn 2

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# Menston Primary School Long-Term Overview 2025-26



## Year 3 Spring Term Please note this is a working document and subject to change

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Spring 1	<p><b>Defenders: Pitch Invasion by Tom Palmer</b></p> <p><b>Stone Girl Bone Girl by Laurence Anholt &amp; Sheila Moxley</b> Writing to inform: Report (biography about Mary Anning)</p> <p><b>Year of Nature Poems by Joseph Coelho and I Am The Seed That Grew The Tree by Fiona Waters</b> Writing to entertain: Nature poems</p>	<ul style="list-style-type: none"><li>Number – Multiplication and division B</li><li>Measurement: length and perimeter</li></ul>	<p><b>How did life change in Britain from the Bronze Age to the Iron Age?</b></p> <ul style="list-style-type: none"><li>Who was the Amesbury Archer?</li><li>How did bronze change life in the Stone Age?</li><li>How did trade change the Iron Age?</li><li>What does Stonehenge tell us about the Bronze Age in terms of religion, technology and travel?</li><li>Why were hillforts important to the Iron Age?</li><li>How did settlements change between the Stone Age and the Iron Age?</li></ul>	<p><b>Rocks:</b></p> <ul style="list-style-type: none"><li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>recognise that soils are made from rocks and organic matter.</li></ul>	<p><b>Craft and design:</b> <a href="#">Fabric of nature</a></p> <ul style="list-style-type: none"><li>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</li><li>Design and make art for different purposes and begin to consider how this works in creative industries.</li></ul>	<p><b>Creating Media</b></p> <p><i>Desktop Publishing</i></p> <ul style="list-style-type: none"><li>Words and pictures</li><li>Can you edit it?</li><li>Great template!</li><li>Can you add content?</li><li>Lay it out</li><li>Why desktop publishing?</li></ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"><li>Self image and identify</li><li>Online bullying (Safer Internet Day)</li><li>Online relationships (Safer Internet Day)</li></ol>	<p><b>Valuing Difference</b> Includes British Values focus</p>	<p>How do the five pillars help Muslims to lead a good life?</p> <p><i>Islam</i></p>	<p><b>SSS – Gymnastics</b></p> <p><b>Acquiring and Developing Skills</b></p> <ul style="list-style-type: none"><li>Choose ideas to compose a movement sequence independently and with others.</li><li>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</li><li>Develop the quality of their actions, shapes and balances.</li><li>Move with coordination, control and care.</li><li>Use turns whilst travelling in a variety of ways.</li><li>Use a range of jumps in their sequences.</li><li>Begin to use equipment to vault.</li><li>Create interesting body shapes while holding balances with control and confidence.</li><li>Begin to show flexibility in movements.</li><li>Develop the quality of the actions in their performances.</li></ul>	<p>Traditional instruments and improvisation (Theme: India)</p> <ul style="list-style-type: none"><li>To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music.</li><li>To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’.</li><li>To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’.</li><li>To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li><li>To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.</li></ul>	<p><b>Les instruments (Instruments)</b></p> <ul style="list-style-type: none"><li>Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.</li><li>Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French.</li><li>Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to 10 different instruments</li></ul>
Spring 2	<p><b>The Animals of Farthing Wood by Colin Dann –</b></p> <p><b>There's a Rang-Tan in My Bedroom by James Sellick &amp; Frann Preston-Gannon</b> Writing to persuade: Letter to a company using palm oil</p> <p><b>Alice’s Adventures in Wonderland by Jeanne Willis &amp; Ross Collins</b> Writing to entertain: Narrative (setting and dialogue)</p>	<ul style="list-style-type: none"><li>Number: Fractions A</li><li>Geometry: Mass and capacity</li><li>Times tables x8</li></ul>	<p><b>What is the difference between woodland and rainforest?</b></p> <ul style="list-style-type: none"><li>Can you name three countries that have tropical rainforests?</li><li>What are the two tropical lines of latitude and why do tropical rainforests occur here?</li><li>What is a deciduous woodland? What kinds of vegetation would you find in a native deciduous woodland in the UK?</li><li>What is deforestation and why might people cut down tropical rainforests?</li><li>What is forest regeneration?</li><li>Compare tropical rainforest with deciduous woodland in the UK. What average temperatures, rainfall and flora and fauna would you expect in each place?</li></ul>	<p><b>Forces and magnets:</b></p> <ul style="list-style-type: none"><li>compare how things move on different surfaces</li><li>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</li><li>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</li><li>describe magnets as having two poles</li><li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>	<p><b>Textiles: Cross stitch and applique. Making cushions.</b></p> <ul style="list-style-type: none"><li>Introduce two new skills to add to the pupils’ repertoire: cross stitch</li><li>and appliqué. Pupils apply their knowledge to the design, decoration</li><li>and assembly of their own cushions or Egyptian collars</li></ul>	<p><b>Data and Information</b></p> <p><i>Branching Databases</i></p> <ul style="list-style-type: none"><li>Yes or no questions</li><li>Making groups</li><li>Creating a branching database</li><li>Structuring a branching database</li><li>Using a branching database</li><li>Two ways of presenting information</li></ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"><li>Privacy and security</li></ol>	<ul style="list-style-type: none"><li>Keeping Myself Safe Includes aspects of Relationships Education</li></ul>	<p>How do different people express their spirituality?</p> <p><i>Buddhism, Christianity, Hinduism, Islam, Sikhism and non-religious approaches</i></p>	<p><b>SSS – Net &amp; Wall (Intro to short tennis)</b></p> <ul style="list-style-type: none"><li>Demonstrate successful hitting and striking skills.</li><li>Develop a range of skills in striking.</li><li>Practise the correct hitting technique and use it in a game.</li><li>Strike the ball for distance.</li><li>Apply and follow rules fairly.</li><li>Know how to play a striking game fairly.</li><li>Develop the quality of the actions in their performances.</li><li>Perform learnt skills and techniques with control and confidence.</li><li>Compete against self and others in a controlled manner.</li><li>Watch, describe and evaluate the effectiveness of a performance.</li><li>Describe how their performance has improved over time.</li></ul>	<p><b>Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)</b></p> <ul style="list-style-type: none"><li>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E</li><li>Listen to musical pieces and begin to recognise known instruments.</li><li>Offer their opinion on a piece of music backed up with a reason.</li><li>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio</li></ul>	<p><b>Je peux (I am able)</b></p> <ul style="list-style-type: none"><li>Recognise, recall and spell 10 action verbs in French.</li><li>Use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able).</li><li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and) / ‘mais’ (but).</li></ul>

### Curriculum enrichment:

- Outdoor day: Woodland activities (Geography)
- Outdoor day: Forces and Magnets experiments (Science)
- Visit to Herd Farm: Iron Age Houses (History) Spring 2
- Wild Passport Day - Autumn 2

# Menston Primary School Long-Term Overview 2025-26



## Year 3 Summer Term Please note this is a working document and subject to change

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Summer 1	<p><b>Romans on the Rampage by Jeremy Strong</b></p> <p><b>Pompeii by Karen Ball</b> Writing to inform: Report (newspaper)</p>	<ul style="list-style-type: none"> <li>Number: Fractions B</li> <li>Measurement: Money</li> <li>Times tables x3, x4 and x8</li> </ul>	<p><b>What was the impact of the Roman Empire on Britain?</b></p> <ul style="list-style-type: none"> <li>What was the Roman Empire?</li> <li>How did the growth of the Roman army help to expand the Roman Empire?</li> <li>When and why did Britain become part of the Roman Empire?</li> <li>Who was Boudica and how did she rebel against the Romans?</li> <li>What did the Romans build after they settled in Britain?</li> <li>What lasting impact did the Romans have in Britain?</li> </ul>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Drawing</b> <a href="#">Growing Artists</a></p> <ul style="list-style-type: none"> <li>Confidently use a range of materials, selecting and using these appropriately with more independence.</li> <li>Draw with expression and begin to experiment with gestural and quick sketching.</li> <li>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li></li> </ul>	<p><b>Programming A</b></p> <p><i>Sequence in Music</i></p> <ul style="list-style-type: none"> <li>Introduction to Scratch</li> <li>Programming sprites</li> <li>Sequences</li> <li>Ordering commands</li> <li>Looking good</li> <li>Making an instrument</li> </ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"> <li>Managing online information</li> </ol>	Rights and Responsibilities Includes money/living in the wider world/environment	How do different people express their spirituality?	<p><b>SSS – Striking &amp; Fielding (Kwik Cricket)</b></p> <ul style="list-style-type: none"> <li>Demonstrate successful hitting and striking skills.</li> <li>Develop a range of skills in striking (and fielding where appropriate).</li> <li>Practise the correct batting technique and use it in a game.</li> <li>Strike the ball for distance.</li> <li>Throw and catch with greater control and accuracy.</li> <li>Practise the correct technique for catching a ball and use it in a game.</li> <li>Perform a range of catching and gathering skills with control.</li> <li>Catch with increasing control and accuracy.</li> <li>Throw a ball in different ways (e.g. high, low, fast or slow).</li> <li>Develop a safe and effective overarm bowl.</li> <li>Pass the ball in two different ways in a game situation with some success.</li> <li>Find a useful space and get into it to support teammates.</li> <li>Use simple attacking and defending skills in a game.</li> <li>Use fielding skills to stop a ball from travelling past them.</li> <li>Apply and follow rules fairly.</li> </ul>	<p><b>Pentatonic melodies and composition (Theme: Chinese New Year)</b></p> <ul style="list-style-type: none"> <li>To know that the word ‘crescendo’ means a sound getting gradually louder.</li> <li>To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A.</li> </ul>	<p><b>Les glaces (Ice-Creams)</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in French using ‘je voudrais’.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like a cone or a small pot/tub of ice-cream.</li> </ul>
Summer 2	<p><b>City Trails Rome by Lonely Planet Kids</b> Writing to persuade: blogs about Rome</p> <p><b>Starbird by Sharon King-Chai</b> Writing to entertain: Narrative</p> <p><b>END OF YEAR REPORT</b></p>	<ul style="list-style-type: none"> <li>Measurement: Time</li> <li>Geometry: Shape</li> <li>Statistics</li> <li>Times tables x3, x4 and x8</li> </ul>	<p><b>What attracts visitors to Europe?</b></p> <ul style="list-style-type: none"> <li>Can you name 5 European countries and their capital cities? What continent is Russia in?</li> <li>Where in Europe would you find: large mountains, a long river, a coastline, freezing temperatures?</li> <li>What challenges do time zones create for people travelling in Europe?</li> <li>What human and physical geographical benefits are there for tourism in the Mediterranean, for example Rome?</li> <li>What environmental impact do cruises have on marine biomes?</li> </ul>	Pond Dipping / Outdoor Learning Recapping topics taught.	<p>DT: New digital world: wearable technology</p> <ul style="list-style-type: none"> <li>Give a brief explanation of the digital revolution and/or remember key examples.</li> <li>Suggest a feature from the virtual micro:bit that is suitable for the product.</li> <li>Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.</li> <li>Identify errors, if testing is unsuccessful, by comparing their code to a correct example.</li> <li>Explain the basic functionality of their finished program.</li> <li>Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.</li> <li>Create annotated diagrams to help</li> </ul>	<p><b>Programming B</b></p> <p><i>Events and Actions</i></p> <ul style="list-style-type: none"> <li>Moving a Sprite</li> <li>Maze movement</li> <li>Drawing lines</li> <li>Adding features</li> <li>Debugging movement</li> <li>Making a project</li> </ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"> <li>Health, wellbeing and lifestyle</li> </ol>	<ul style="list-style-type: none"> <li>Rights and Responsibilities Includes money/living in the wider world/environment</li> </ul>	How do different people express their spirituality?	<p><b>SSS – Athletics</b></p> <ul style="list-style-type: none"> <li>Identify and demonstrate how different techniques can affect their performance.</li> <li>Focus on their arm and leg action to improve their sprinting technique.</li> <li>Begin to combine running with jumping over hurdles.</li> <li>Focus on trail leg and lead leg action when running over hurdles.</li> <li>Understand the importance of adjusting running pace to suit the distance being run.</li> <li>Use one and two feet to take off and to land with.</li> <li>Develop an effective take-off for the standing long jump.</li> <li>Develop an effective flight phase for the standing long jump.</li> <li>Land safely and with control.</li> <li>Throw with greater control and accuracy.</li> <li>Show increasing control in their overarm throw.</li> <li>Perform a push throw.</li> <li>Continue to develop techniques to throw for increased distance.</li> <li>Perform learnt skills and techniques with control and confidence.</li> </ul> <p>Compete against self and others in a controlled manner.</p>	<p><b>Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)</b></p> <ul style="list-style-type: none"> <li>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E</li> <li>Listen to musical pieces and begin to recognise known instruments.</li> <li>Offer their opinion on a piece of music backed up with a reason.</li> <li>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio</li> </ul>	<p><b>Les fruits (Fruit)</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul>

					<div>illustrate how their product is worn.</div> <ul style="list-style-type: none"><li>Describe what is meant by 'point of sale display' with an example.</li><li>Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.</li><li>Evaluate their design using a focus group.</li></ul>						
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Curriculum enrichment:

- Outdoor day/ Visitor: Roman Day including Roman workshop Summer 1
- Outdoor day: Pond dipping and mini beast work
- Visit: Music trip to St George’s Hall Summer 2
- Wild Passport Day - Summer 2