

# YEAR 3 CURRICULUM MAP

2024 2025

	Term 1 – Autumn 1 05/09/2024 – 25/10/2024	Term 2 – Autumn 2 04/11/2024 – 20/12/2024	Term 3 – Spring 1 08/01/2025 – 14/02/2025	Term 4 – Spring 2 25/02/2025 – 04/04/2025	Term 5 – Summer 1 22/04/2025 – 23/05/2025	Term 6 – Summer 2 03/06/2025 – 23/07/2025
Dates	4 <sup>th</sup> September – 20 <sup>th</sup> October	31 <sup>st</sup> October – 20 <sup>th</sup> December	8 <sup>th</sup> January – 16 <sup>th</sup> February	26 <sup>th</sup> February – 28 <sup>th</sup> March	15 <sup>th</sup> April – 24 <sup>th</sup> May	3 <sup>rd</sup> June – 19 <sup>th</sup> July
No of weeks	8 weeks	7 Weeks and 2 days	6 Weeks	4 weeks 4 days	6 Weeks	7 weeks
Trip/Visit		Dance at AMVC		Visit a mosque  Plants and their requirements – school garden	Ukuleles	Rand farm park
English /texts	Writing:  Model Text-Jack and the Beanstalk  Plot-Defeating the Monster  Toolkit- Character/Suspense  The Iron Man by Ted Hughes  Talk for Writing – Pie	Writing:  Curious Creature Captured  Recount  Morning routine  Recount activities about their morning routine before school using time connectives, first, then, next, after that, finally	How to Trap a Grass Goblin  Instructions  Instruction activity  How to brush your teeth  Title, introduction, step by step guide (Short, clear sentences using imperative verbs) and conclusion	Writing:  The Garden  Portal story Setting/Openings & Endings  Magic Faraway Tree  Photocopy front cover of book  Children to be shown a picture and talk about the new land they go to in the land of the faraway tree. They can	Writing:  Should Jack be Jailed?  Discussion text  What's the point of wearing school uniform?  Write down the importance of wearing a school uniform. Give reasons for and against their argument. Add a sequence to their ideas using .to decide ...whether or not/ if we	Writing:  The Manor House  Tale of Fear  Action Dialogue  Children will write a story focusing on character's feelings using powerful verbs e.g. she crept slowly along the path, as she wandered nervously a door grabbed her attention

	<p>Corbett</p> <p>Children will be working this half-term towards writing an independent narrative piece of work. The story we will focus on is Jack and the Beanstalk, we will be thinking about the plot of defeating a monster. We will look closely at the characters and how the story builds suspense. Children they will be encouraged to use drama and role-play techniques to develop their confidence.</p>			<p>describe the setting and people they meet.</p> <p>Discuss the weather to create an effect, e.g. thunder rumbled through the darkness;</p> <p>Start with the name of your character, e.g. 'Bill stared out of the window'. Think about how the character feels (or personality, e.g. bossy) and show this at the start, e.g. 'Bill glared at his teacher'.</p> <p>Talk for Writing – Pie Corbett</p>	<p>should/ where the/ either...or etc...,</p> <p>Talk for Writing – Pie Corbett</p>	<p>Talk for Writing – Pie Corbett</p>
<p>Texts for Enjoyment</p>	<p>Enid Blyton – The Magic Faraway Tree</p> <p>The Day I fell into a fairytale - Ben Miller</p>	<p>The Pea and the Princess by Mini Grey</p>	<p>Gotcha! By Clotilde Perrin</p> <p>Beware of the Storybook Wolves by Lauren Child</p>	<p>Krindlekrax – Philip Ridley</p> <p>Leon and the Place Between by Angela McAllister and Graham Baker Smith</p>	<p>First News</p> <p>National Geographic Kid</p>	<p>The Legend of Podkin One Ear by Kieran Larwood</p>

Maths	<p>Place Value</p> <p>Addition and Subtraction</p> <p>We will start the term with a focus on place value as this underpins all Mathematics. We will be recapping tens and ones using addition and developing our number knowledge to 1000 where children will compare and order numbers. Children will begin to count in 50s</p> <p>Children will build on their year 2 knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. To be successful with this, it is essential that children are confident in both</p>	<p>Multiplication and division</p> <p>Children will be multiplying in their 2s, 3s, 4s, 5s, 8s and 10s. They will be sharing, grouping and using arrays to support this.</p>	<p>Multiplication and division</p> <p>Children will be multiplying in their 2s, 3s, 4s, 5s, 8s and 10s. They will be sharing, grouping and using arrays to support this.</p> <p>Length and Perimeter</p> <p>Our maths focus for this term will be measuring length and perimeter. We will talk about units of measurement including millimetres (mm), centimetres (cm) and metres (m) and how we can use these to record measuring large areas. Our work will focus on comparing lengths and measurements, as well</p>	<p>Fractions</p> <p>Children will start the term continuing to learn about adding and subtracting fractions, they will begin to learn about unit and non-unit fractions of a set amount and learn to reason with fractions of amounts.</p> <p>Mass and Capacity</p> <p>Children continue to explore mass in kilograms and grams before moving on to capacity. Children will use and understand scales to read measurements. They will focus is on dividing 100 into 2/4/5/10 equal parts using number lines, before applying this skill in various</p>	<p>Fractions</p> <p>We will focus on fractions. This will involve recapping quarters, halves and thirds which will allow us to begin to explore equivalent fractions and unit/non-unit fractions.</p> <p>Money</p> <p>Learning will focus on money which includes various skills such as converting between pounds and pence, adding and subtracting amounts and giving change.</p> <p>Time</p> <p>Children we will start to look at time with a focus on telling the</p>	<p>Time continued</p> <p>Shape</p> <p>Children are introduced to the concept of angles for the first time. Children will now recognise angles as describing the size of a turn and understand greater angles as having made a greater turn. Children practise making quarter, half, three-quarter and whole turns in both clockwise and anticlockwise directions and in familiar contexts such as on a clock face or the points of a compass. Model the correct mathematical language with instructions such as "make a quarter turn anticlockwise". They can then use this mathematical language</p>

	<p>using and applying their number bonds to and within 10 and this small step provides opportunity to consolidate this. By the end of this small step, children should be more confident at recalling all the number bonds up to 10 in a variety of contexts. They will then apply this knowledge to number bonds to 100, for example: <math>3 + 2 = 5</math>, so <math>30 + 20 = 50</math></p> <p>Children use a variety of representations, including base 10, place value counters, double-sided counters, number lines, part-whole models and bar models.</p> <p>Children will be continuing to compare objects and numbers and also ordering numbers. We will be developing our addition and</p>		<p>as adding and subtracting lengths.</p>	<p>contexts later in the block. By working out what the interval gaps are on a number line, children will become more experienced at reading scales in the context of measurement. They learn what size groups are made when 100 is split into equal parts, then extend this learning to other multiples of 100</p>	<p>time to the nearest 5 minutes and 1 minute and learn to read the time on a digital clock.</p>	<p>to give instructions to others.</p> <p>Statistics</p> <p>In this small step, children learn to read and interpret information presented in pictograms, building on their learning from Year 2. Children will have the opportunity to ask and answer questions about information presented in both horizontal and vertical pictograms. Encourage them to think carefully about why a particular symbol has been chosen and its relationship to the data being presented. It is important that children understand the value of each symbol and what it means when a half, quarter or three-quarter symbol is used. An understanding of the key is therefore a crucial element of</p>
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	<p>subtraction through problem-solving and reasoning skills.</p> <p>Children will develop their understanding of both 2D and 3D shapes using pattern.</p>					<p>understanding the data. Children revisit and extend their knowledge of constructing their own pictograms in the next step.</p>
Science	<p>Skeletons</p> <p>Movement</p> <p>Nutrition and Diet</p> <p>Children will be looking at the human body and functions of the skeleton. Children will name and identify bones in a range of animals with and without spines. Children will also be learning about joints and how we move. They will then finish the term looking at the five food groups, gaining an understanding of them. They will learn about a balanced diets and comparing diets of</p>	<p>Food waste</p> <p>Rocks</p> <p>Nutrition and diet - children will learn about the five food groups and the importance of having a balanced diet. They will be comparing diets of animals and humans.</p> <p>Food waste – children will be learning about food waste and how it can be reduced.</p> <p>Rocks – children will have an enquiry question “How can we identify and sort rocks based on their physical</p>	<p>Fossils</p> <p>Soil</p> <p>Enquiry question – How are fossils formed? We will be exploring fossils and fossil formation.</p> <p>We will be exploring the importance of soil by carrying out a soil experiment.</p>	<p>Light</p> <p>Science this term will all be focused on Light. Children will learn that dark is the absence of light and that they need light in order to see things. They will learn how light is reflected from surfaces, shadows are formed when the light from a light source is blocked by a solid object and light from the sun can be dangerous and therefore we need to protect our eyes.</p>	<p>Plants A</p> <p>We will be writing a piece of information text linked to our learning.</p> <p>Children will be naming different parts of a plant and their functions. They will investigate the conditions affecting plant growth and finding out how water is transported in plants. They will learn about the stages of plant life cycles, in particular seed formation, dispersal and germination.</p>	<p>Forces</p> <p>Magnets</p> <p>Pupils will compare how things move on different surfaces, they will learn how some forces need contact between two objects, but magnetic forces can act at a distance. We will look closely how magnets attract or repel each other and attract some materials and not others and will group everyday materials accordingly.</p> <p>Plants B</p>

	animals and humans.	properties?" Children will be identifying, grouping and classifying rocks based on their simple properties.				Children revisit their plant growth experiment from summer Block 1. Children have planted a different number of seeds in individual plant pots in order to investigate whether the number of seeds in one plant pot affects the growth of plants.  Biodiversity
Computing (Kapow condensed)	Computing systems and networks 1: Networks and the internet  Condensed (3 lessons 1,3 and 5)  We will introduce the concepts of networks, learning how devices communicate. We will learn how	Programming: Scratch  Condensed (4 lessons 1,2,3 and 5)  Children will be exploring the programme 'scratch'. Over the term the children will be storytelling using the programme using	Online Safety  Condensed (4 lessons 1,2,3 and 4)  Children will differentiate between fact, opinion and belief online. They will learn how to explain how to deal with upsetting online content. They will recognise that	Computing systems and networks 3: Journey inside a computer  Condensed (3 lessons 1,2 and 5)  Children will learn to recognise basic inputs and outputs of computers and they will learn to	Creating media: Video trailers (Previously called 'Digital literacy')  Condensed (4 lessons 1,2,3 and 4)  Children will learn to describe the purpose of a trailer. They will create a storyboard for a book trailer, considering camera	

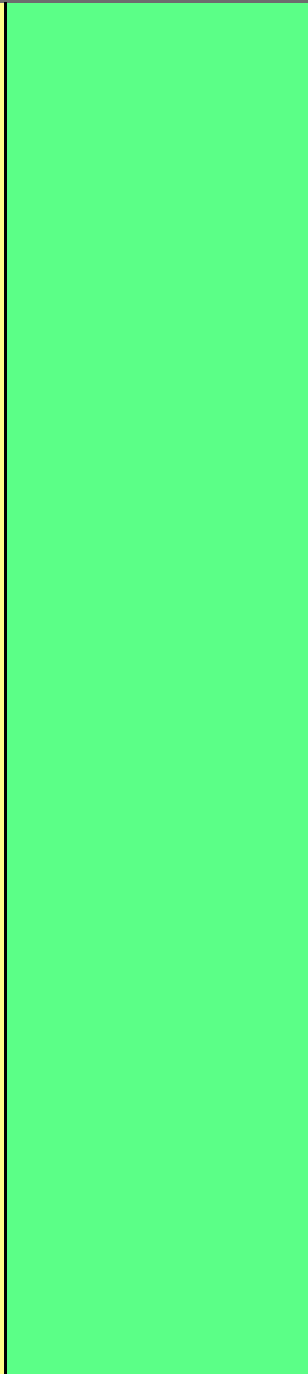
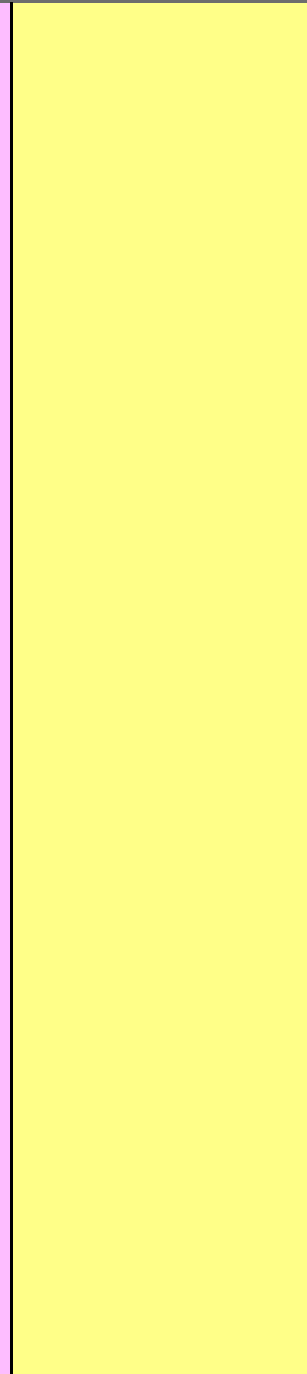
	<p>communication is shared and deepen this understanding by exploring examples of real-world networks. We will explore the Internet learning how data is transferred worldwide.</p>	<p>repetition (a loop) and animation. Lastly, they will programme a game explaining the action and algorithm behind it.</p>	<p>digital devices communicate with each other to share personal information. Children will learn what social media platforms are used for and why some are age-restricted.</p>	<p>decompose laptop and a tablet computer.</p>	<p>angles when taking photos or videos. They will import videos and photos into film editing software and record sounds and create text and add these to a video. Children will be incorporating transitions between images and eventually will evaluate their own and others' trailers.</p>	
<p>Religion and Worldviews  (Kapow condensed)</p>	<p>What makes us human? (All)  Children will share their personal worldview and explain how and why their worldview might change. They will identify the difference between personal and organised worldviews and have the chance to ask and answer open-ended questions. They will explain what is meant by a soul and express their ideas about what a soul</p>	<p>Where do our morals come from?  (Lessons 1,2 and 4)  Children will learn what morals are and how people learn between right and wrong. Children will evaluate the importance of religious guidance to some Christians and Jewish people and will explore how people remember moral guidance and how they</p>	<p>Are scriptures central to religion?  (Lessons 2 and 5)  Children will explain what some people mean by revelation. They will evaluate the significance of scripture to some Jewish, Christian and Muslim people. They will explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its</p>	<p>What happens if we do wrong?  (Lessons 3,4 and 6)  This term the children will be analysing consequences of wrongdoing by exploring different perspectives and thinking about why confessions might be important after wrongdoing. We will look at how some religious people seek God's forgiveness after</p>	<p>Why is water symbolic?  (Lessons 2 and 4)  The children will be exploring how water is connected to the daily life of some religious people. They will be the use of symbolism of water in baptism and other symbolic uses of water.</p>	<p>Why is fire used ceremonially?  (Lessons 1 and 4)  Children will be exploring the use of flame in some people's beliefs about remembrance. They will be discovering the significance of the eternal flame in Jewish and Zoroastrian worldviews.</p>

means to them personally. Children will understand that some people believe that humans have a soul. And summarise the similarities and differences between what people believe about the soul. They will express their ideas clearly and compare their own beliefs with others. Children will then explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. They will learn and give examples of Buddhist meditation practices and will explain the reasons and purpose behind meditation. Children will then summarise some key ideas about what people with a particular worldview might think about the question

apply it to daily life. Children will analyse religious and non-religious guidance and be given the opportunity to express and justify their own opinions about their personal moral code.

importance. Children will discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary. They will make links between scripture from the Abrahamic religions and will identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.

wrongdoing and investigate some beliefs about what happens to the soul after repentance. We will investigate some Christian beliefs about cleansing the soul and explore some Hindu beliefs on how actions can affect the soul.



	'What makes us human?'					
MFL (KS2 only) (Kapow condensed)	<p>French greetings with puppets (4 lessons)</p> <p>In French children will be learning to speak, read and write. Children will focus on greeting each other confidently in a variety of ways and finding out basic information about another person with the appropriate gesture and phrase. Children will begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. They will be making puppets to support their learning, taking turns and using appropriate intonation.</p>	<p>French adjectives of colour, size and shape (Lessons 1 and 4)</p> <p>Children will show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. They will describe some shapes in their work using language of colour, size or shape. They will recognise cognates (a cognate is a word that is the same in both French and English). Children will learn to use please and thank you in French and listen carefully to instructions. They will listen and then select the correct decoration according to its colour. They will use software to produce artwork in</p>	<p>French playground games, numbers and age (5 lessons)</p> <p>Children will recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). They will join in with a song using actions, respond to numbers by showing fingers or ticking on whiteboards. They will ask and answer questions about their age and change their answers and recognise number words. Children will listen carefully and relate sounds to a written phoneme and recall numbers one to twelve with increasingly</p>	<p>In a French classroom (5 lessons)</p> <p>Children will learn how to respond and give simple instructions in French. They will learn and use vocabulary for items commonly found in a school bag which will lead to them writing short descriptions in French and presenting to others what is in their bag.</p>		<p>A circle of life in French (Lessons 1 and 2)</p> <p>In French we will be learning about the circle of life. Children will write sentences, sourcing new vocabulary from the dictionary and apply the appropriate indefinite article (un/une) and also identify different word classes within a sentence. They will recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle. They will attempt to decode new sentences using their context and sentence structure.</p>

		the style of Matisse.	accurate pronunciation.			
Art and Design and Technology combined curriculum	Sculpture and 3D: Abstract Shape and Space	Drawing: Growing artists	Digital world: Electronic charm (DT)  Children will learn the impact of the digital revolution in the world of (D&T) product design. They will write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm. They will create and decorate a foam pouch for the eCharm, using a template and will design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.	Food – Eating seasonally (DT)	Structures: Constructing a castle (DT)  Children will draw and label a simple castle that includes the most common features. They will recognise that a castle is made up of multiple 3D shapes and design a castle with key features which satisfy a given purpose. They will be scoring or cutting along lines on the net of a 2D shape and using glue to securely assemble geometric shapes. They will utilise skills to build a complex structure from simple geometric shapes. And finally evaluate their work by answering simple questions.	Ancient Egyptian Scrolls  This term the children will be focusing on exploring and creating Ancient Egyptian Art. They will apply their styles, patterns and techniques of Ancient Egyptian art through lessons the include designing scrolls, making paper and creating contemporary responses using zines.
Music  (Kapow full	Traditional instruments and improvisation (Theme: India)	Creating compositions in response to an animation (Theme:	Pentatonic melodies and composition (Theme: Chinese New	Developing Singing Technique (Theme: The Vikings)	Ukuleles	Ukuleles

curriculum)	<p>Children will verbalise feelings about music and identify likes and dislikes. They will read musical notation and play the correct notes of the rag. They will improvise along to a drone and tal and play a rag and a tal accurately alongside a drone. Children will sing accurately from musical notation and lyrics and will sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>	Mountains)  Children will verbalise how music makes them feel. They will create actions or movements appropriate to different pieces of music. They will create a range of sounds and compose and notate a short melody to accompany a story.	Year)  The children will learn to play the pentatonic scale, which appears in a lot of Chinese music. They will do a dragon dance, listen to Chinese music, and compose their one 'Enter the Dragon' piece of music to tell the story of Nian.	<p>The children will learn to sing with others. They will recognise simple rhythmic notation by ear and by sight. They will use simple rhythmic notation to compose a Viking battle song. The children will perform music with confidence and discipline.</p>	This term we will be learning to play the ukuleles by having external tuition from Peterborough Music Hub.	This term we will be learning to play the ukuleles by having external tuition from Peterborough Music Hub.
Humanities	Rivers  In our Rivers topic we will be learning about the mighty River Indus, how rivers get their water and how rivers	Mountains  Mountains, children will learn what mountains are, as well as the mountain ranges in the United Kingdom. They will think about why	The Stone Age  We will be looking at Great Britain and exploring doggerland and what happened to it. The land-bridge that connected the island of	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? (Lesson 3,4,5 and 6)	Ancient Egypt  In Ancient Egypt we will be learning about settlements around the Nile, the role of the Nile in Ancient	Settlements –  We will learn what a settlement is and learn about different villages and towns. Children will learn about the four main types of

	<p>shape the land. We will also be looking at Britain's longest rivers; the River Severn. We will learn about these areas through stories and discussing key vocabulary, which you can see below. We will visit Cuckoo's Hollow to support our knowledge and understanding of rivers.</p>	<p>people live on mountains and what it is like to live in a mountainous region.</p>	<p>Great Britain to Europe we call Doggerland. We will look at hunters and gatherers of food and what tools were used when hunting. We will learn what we mean by pre-historic. We will learn about Skara Brae a Stone Age village. We will learn about Stonehenge an area built by the stone age people and how it was built.</p>	<p>Children will recognise the chronology and significance of prehistory and use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. They will use archaeological evidence to investigate the Bronze Age and use deductions to explain how bronze transformed prehistoric life. Children will understand the importance of trade during the Iron Age and compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</p>	<p>Egyptian Civilization, religion, government, art, great monuments, farming and beliefs about death.</p>	<p>settlements. A hamlet is a small group of houses. A village is larger than a hamlet. A town is larger than a village and the largest type of settlement in the United Kingdom is a city.</p>
P.E.	<p>Multi-skills</p> <p>Multi skills (outdoors) – children will be developing skills including running, jumping, throwing and</p>	<p>Hockey</p> <p>Hockey (outdoors) – We will be focussing on how to use a hockey</p>	<p>Health and Fitness</p> <p>We will link our Science and PSHE learning to understand the</p>	<p>Dance</p> <p>This term we will be learning Charleston. Its roots go back to the</p>	<p>Football</p> <p>Children will learn skills such as passing and receiving the football</p>	<p>Cricket</p> <p>Children will build on their skills learned in year 2. They will</p>

	<p>catching through a variety of activities and equipment.</p> <p>Gymnastics (indoors) – children will be rolling, balancing, stretching and creating sequences. They will use smaller apparatus such as the benches.</p>	<p>stick and ball, learning skills such as control of the ball and correct technique, as well as basic passing, attack and defence skills</p> <p>Dance</p> <p>Dance (indoors) – we will be creating movements and linking these together to perform a dance at a SOKE competition.</p>	<p>importance of a healthy lifestyle and how to achieve this, as well as understanding how our bodies react to a warm up and the importance of this.</p> <p>Tag Rugby</p> <p>Children will be introduced the game and will be taught how to hold a rugby ball correctly and pass and receive one effectively. Children will then be taught how to side step to evade an object and touch tag another player ready to play matches.</p>	<p>1920's. It was a hugely popular past time when it was introduced and is believed to have been influenced by an African dance. It is still one of the most popular dance genres. Children will be following rhythms and moving to its beat. Making their own improvisation creating their own short motif based on the movement patterns taught through set routines.</p> <p>Tennis</p> <p>This term the children we be learning how to play tennis, they will learn how to hold a tennis racket correctly and then learn to hit the ball and rally the ball to one another. They will gain an understanding of posture in tennis and</p>	<p>to one another whilst on the move. They will learn to perform skills under pressure using the space around them to attack, change direction and increase their accuracy. Children will learn to tackle each other correctly and learn how to do this safely in a game situation.</p> <p>OAA</p> <p>Orienteering based. Pupils will learn to use coordinates and maps correctly, simple maps and grid before using the whole space.</p>	<p>develop their skills of striking a ball off a tee, move to catch ball and deliver an underarm throw. They will throw the ball back to a given person to stop someone scoring. They will develop their accuracy when throwing the ball towards a stationary object. And run forwards and backwards and side to side once the ball has been struck. They will follow key rules for the game e.g. carry the bat, pass the ball back to the bowler.</p> <p>Athletics - Sports Day Prep</p> <p>Running - Children will focus on arms and legs to improve sprint technique and taught to recognise and alter speed depending on</p>
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				where to stand and move on a tennis court, reacting to the balls direction and positioning themselves ready for the shot.		distance. They will combine running and jumping with hurdles.  Throwing - Children will develop their confidence and technique in overarm throw and push throw using a shot put.  Jumping - Children will learn to take off and land on one and two feet and will take off for standing long jump. Children will learn to maintain height in flight of jump and land safely with bent knees and control.
P.S.H.E (Kapow condensed)	Families and Relationships  Children will be learning how to resolve relationship problems, developing their listening skills and non-verbal communication. They will look at and learn the impact of bullying and what	Health and Wellbeing  This term we will be focusing on 'Health and Wellbeing' by looking at the understanding of a healthy lifestyle, dental health and ways we can plan a healthy lifestyle through food and exercise. We will be	Citizenship  Children will learn that they have rights and how these benefit them. They will learn adult's responsibilities for supporting children's rights. They will be discussing the benefits of recycling. They will be learning		Safety and the changing body  Children will be learning about being kind and staying safe online, how to identify and deal with cyberbullying and also understand the difference between	Economic wellbeing  Transition  Children will learn to describe how different payment methods may be used in given scenarios. And suggest why specific payment methods might be more beneficial. They will explain what a

	<p>action can be taken. They will explore trust and that stereotyping can exist.</p>	<p>learning a range of relaxation exercises and the positive impacts these have on our bodies. We will be looking at our own identities and personal strengths and writing Kenning style poems based on ourselves. We will be building our resilience by identifying problems and breaking them into smaller goals to overcome them.</p>	<p>about the different groups within a community and how local buildings are used including how charities support the local community. They will understand what local democracy means and how it affects us. They will also learn about rules and the consequences of breaking them.</p>		<p>secrets and surprises. They will be considering who influences their choices. They will learn how to treat bites and stings. Also they will be learning about road safety and how to call the emergency services</p>	<p>budget is and how we can benefit from budgeting and identify how they would feel in a money scenario. They will learn to understand the impact our spending choices can have on others and the environment. They will understand that a wide range of jobs are available and know that skills and interests lead people to certain jobs. Finally they will know that job stereotypes sometimes exist but these should not limit anyone.</p>
P/C Engagement Event						Sports Day
Key Days	<p>Jeans for Genes World Maths Day Consultation Evenings</p>	<p>Halloween Disco Anti-Bullying Week Road Safety Week Children in Need School Disco Christmas Fayre</p>	<p>Safer Internet Day</p>	<p>Pancake Races Science Week World Book Day Performance</p>	<p>Sports Day</p>	<p>Reports Summer Fayre Transition Days Summer Disco</p>

		Christmas Jumper Day Consultation Evenings				
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