Sherwood Primary School

YEAR 3 CURRICULUM

Inspire • Explore • Achieve

Contents

Sherwood Primary School

Curriculum Vision

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Year 3 Long Term Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Social Justice • Sustainability					
English	Folk Tale	Science Fiction	Adventure	Fable	Adventure story	Fantasy adventure
	Biography	Persuasion letter	Report	Recount	Newspaper	Explanation text
Class Texts	The Tin Forest	The Iron Man	The Boy who Grew Dragons	Nadine Dreams of Home	The Cherry Tree	Magic Faraway Tree
Maths	Please see the Lancashire Mathematics Planning Overview					
Science	Light, Shadows and reflections	Forces and Magnets	Rocks and Fossils	Skeletons	Plants	Human Health and Nutrition
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (common British flowers/trees)					
Physical Education	Year 3 Gymnastics Activities 1	Year 3/4 Creative Games- Tag and Target	Year 3/4 Dance- Rock and Roll	Year 3 Gymnastics Activities 2	Year 3 Invasion Games- 3 Touch Ball	Year 3/4 Health Related Fitness
	Year 3 Invasion Games Netball	Year 3/4 Dance- Ironman	Year 3/4 Games- Target Games Dodgeball	Year 3/4 Net and Wall 1	Year 3/4 Athletic Activities	Year 3/4 Striking Fielding Games- Rounders
Art and Design	Collage	Drawing	Printing	3D	Textiles	Painting
Religious Education	Christianity (God)	Islam	Christianity (Jesus)	Christianity (Church)	Sikhism	Hindu dharma
Humanities	A local history study: Preston and the surrounding area	Local Area using maps and ICT	Stone Age	Volcanoes and Earthquakes	The impacts of the Romans on Britain	Lake District – How can this beautiful AONB be protected?
Computing	We are Pollsters	We are Musicians	We are Presenters	We are Programmers	We are Bug Fixers	We are Animators
French					Bonjour	En Classe
DT	Mechanisms		Structures		Food	
Music	Glockenspiel Stage 1 (Supplement with song from Let Your Spirit Fly)		The Dragon Song		Bringing us Together	
Digital Literacy	Privacy and Security	Online Bullying	Online Reputation	Self Image and Identity	Online Relationships	Health, Wellbeing and Lifestyle
PSHE	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we value our differences?		What jobs would we like?

Reading in Year 3

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 3 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- The Tin Forest
- The Boy who Grew Dragons
- The Iron Man
- The Cherry Tree
- Magic Faraway Tree
- Nadine Dreams of Home
- The Amazing Human Body Detectives
- Dkfindout! Stone Age
- This Is How We Do It

Year 3 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Folk Tale based on The Tin Forest	Science Fiction story based on The Iron Man with new characters	Adventure story based upon The Boy Who Grew Dragons	Fable based upon the Hare and the Tortoise with new characters and the same moral.	Adventure story based on The Spider and the Fly with new characters.	Fantasy adventure story based on The Magic Faraway Tree
	2	Different version of folk tale	Another adventure based on The Iron Man	Adventure story based upon The Boy Who Grew Dragons	Fable with a different moral.	Adventure story based on The Spider and the Fly with alternate ending.	Fantasy adventure story based on The Magic Faraway Tree with a different setting
Poetry	1		Shape poem based upon nature	Poem on a theme		Narrative poem based on The Spider and the Fly - new characters.	
	2		Shape poem based upon Christmas	Poem on a theme			Narrative poem about seed dispersal
Non-fiction	1	Biography on Joan Whalley (Dick Kerr Ladies)	Persuasion letter to visit Preston Docks	Report about Stone Age food and clothes for a class non-fiction book	Recount - Diary of a fable character	Discussion text about impact of the Romans for Year 4 children	Explanation text about seed dispersal
	2	Biography on Sir Tom Finney	Persuasion letter to visit Hindu Temple	Report about Stone Age houses for a class non-fiction book	Recount - Diary of an Apostle at the time of first Pentecost – linked with R.E.	Leaflet presenting a discussion text on school uniform	Explanation text about the life cycle of a plant
Cross-curricular	3	Diary entry of Preston cotton mill worker	Biography of an inspirational person linked to R.E – Christianity Who Inspires Me? - for display.	Persuasive letter to Headteacher – why The Stone Age should be studied in school.	Report of a volcanic eruption for a non-fiction book – including explanation of eruption for Nat Geo Kids magazine	Recount of Sing Together for parents	Discussion text on the impact of tourism on the Lake District for UNESCO World Heritage site.

Outdoor Learning, Educational Visits and Visitors

Year 3	Autumn	Spring	Summer
Outdoor Learning	Outdoor Day/Local Walk		
Educational Visits	Hindu Temple	Sing Together Concert	Ribchester Visit
Visitors		Sing Together Vocal Coaches	Sikh visitor booked through Building Bridges SLA

Year 3 Outdoor Transition Project Autumn Term

Play/Exploring	Shelter Building	Fire Lighting and its use for Cooking
• Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills. • Appreciation of the Outdoor learning environment. • Carry sticks safely. • Work in a team to co-operate and communicate clearly. <u>Using Tools</u> • Introduction to tools (peelers for whittling, trowels and forks)	• Create a tarpaulin shelter in a woodland. • Work successfully as a small group to site and construct a tarpaulin shelter, considering and evaluating each member's contribution. • Use a range of criteria to evaluate the shelter produced such as durability, sturdiness, weatherproofing, and whether it is fit for purpose. • Design and build a number of different shelters such as Laavu, tarpaulin, tepee, brush shelter.	• Initial introduction to the fire steel and its use to provide a spark. • Use the fire steel to produce a spark which then ignites a fairy pillow (cotton wool) • Introduction to various tinder options. • Continue to use and understand the fire triangle along with fire safety understanding the need for a working area and the dimensions needed for a safe fire. 2mx2m fire square with 1mx1m internal square. • Light a fairy pillow and maintain, keeping it going for 5 minutes. • Show how to extinguish and LNT. • Use simple cooking methods such as on a stick and in the embers using foil.

Use of Knots	Navigation including geographical skills
• More complex use of knots for attaching shelters to structures and trees. • More complex knots for pegging down tarps such as adjustable slip knot, Taught Tight tarp (TTT), Square and Sheer lashing to produce a number of different art installations.	• Demonstrate an understanding of the concept of a basic map and its symbols. • Navigate a route around a simple orienteering course. • Be able to orientate a simple map and set themselves for using it correctly.

Children in Year 3 will learn to identify and name a variety of common British Flora and Fauna. A number of common British flowers and plants. The children will also develop their identification of a greater number of common UK animals and plants.

Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 3	Knowledge and Understanding	Values an Attitudes
Social Justice	▪ What fairness means ▪ What it can mean to be rich or poor in a local and other contexts. ▪ How fairness may not always mean equal treatment.	▪ Willingness to stand up and speak for others. ▪ Fairness in dealings with others. ▪ Developing a sense of justice.
Sustainability	▪ Positive and negative impacts of people's actions (including own personal choices) on others and on the environment. ▪ How people can damage of improve the environment.	▪ Concern about local environment and willingness to care for it. ▪ Taking care of resources and not wasting them. ▪ An emerging commitment to the improvement of the environment and quality of life for people locally and globally.

Geography in Year 3

Year 2 - Significant Places in direct locality to Sherwood school	Year 3 Locality of Preston and the Docks area study	Year 4 - Counties and Cities of the UK Environmental Study
• To recognise similarities and differences of geographical features in my own immediate environment with Sherwood locality. • To talk about people and places within my immediate environment within Sherwood locality. • Name and locate features within Sherwood locality. • To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Discuss changes in weather over the year.	• Name and locate counties and cities of the United Kingdom that are close in locality to Preston. • To name and locate the docks and features in the immediate locality. • Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how these have changed over time. • To describe how and why the course of the River Ribble was changed to enable the docks to be built. • To share opinions about and views about the docks area and its uses, past and present.	• Name and locate counties and cities of the United Kingdom and describe and understand key aspects of: human geography, including: types of settlement and land use and how this effects environmental factors. • Describe and understand key aspects of environmental change through a study of rubbish and recycling: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • To know how climate issues effect the local and global environment and identify the main effects, such as floods, droughts, storms, melting ice. • To identify key renewable power sources and their uses.

Geographical Enquiry	Geographical Skills
• Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. • Use geographical language relating to the physical and human processes. • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Use the zoom facility on digital maps to locate places at different scales. • Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images. Draw and follow routes on digital maps.	• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Use 4 figure coordinates to locate features on maps. • Use plan views. • Link features on maps to photos and aerial views. • Make a simple scaled drawing e.g. of the local area around the school.

Year 1 - Hot and Cold Places - Continents and Oceans	Year 3 Volcanoes and Earthquakes	Year 6 Countries of the World - Indonesia and Natural Disasters
• Name and locate the world's seven continents and five oceans. • Identify seasonal weather patterns in the UK including Autumn, Spring, Summer, Winter. • Identify daily weather patterns in the UK, describing what the weather is like currently. • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	• To locate main countries in different continents. • To know how volcanoes are formed and locate some of the most famous volcanoes in the world. • To know what causes earthquakes and locate and describe some of the most famous earthquakes to have taken place. • To locate the globes tectonic plates and describe how they move. • To compare the land in the UK to the land where earthquakes occur and volcanoes are found. • To use key vocabulary to describe earthquakes and volcanoes, including: magma, crust, epicentre, crater, magma, mantel, core.	• Name and locate Indonesia and surrounding countries. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • To name and locate countries and some significant cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
Geographical Enquiry		Geographical Skills
• Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. • Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes • View a range of satellite images • Add photos to digital maps. • Use presentation/multimedia software to record and explain geographical features and processes. • Use spreadsheets, tables and charts to collect and display geographical data. • Make use of geography in the news – online reports & websites.		• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Recognise patterns on maps and begin to explain what they show. • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps.

Year 2 - Small Area of the UK – Beacon Fell	Regional Study – The Lake District	Year 4 - Study of the Ribble Valley with a focus on the River Ribble
• To locate a small area of the United Kingdom – Beacon Fell. • To compare and contrast Beacon Fell with the locality of Sherwood. • To identify geographical features of Beacon Fell. • To know how the land use is different at Beacon Fell compared to urban locality of Sherwood. • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Name and locate some counties and cities of the United Kingdom are close in locality of the Lake District. • To identify key features and landmarks of the Lake District including the main lakes and mountains. • To compare and contrast the Lake District with the urban settlement of Preston. • To share my own views and opinions of the Lake District. • Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism and how this has changed over time.	• Name and locate counties and cities of the United Kingdom in locality of the Ribble Valley and River Ribble and surrounding areas. • Identify the source and mouth of the river Ribble and identify what settlements it passes through. • Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism. • To name and locate famous rivers in other countries and compare and contrast to the River Ribble.

Geographical Enquiry	Geographical Skills
• Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. • Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Express opinions and personal views about what they like and don't like about specific geographical features and situations. • Use the zoom facility on digital maps to locate places at different scales. • Add a range of text and annotations to digital maps to explain features and places. • View a range of satellite images.	• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views.

History in Year 3

Year 3 History

In Year 3, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze age to the Iron Age. They will also learn about the changes that have occurred to Preston over periods of time, including the development of the docks and the effects of the industrial revolution on the town. They will also learn about the Roman Empire and its impact on Britain both in the short term and to the present day.

Area of Study	A local history study of Preston and the surrounding area.	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain.
NC	A local history study	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain
Concept	Change over time	Settlement Civilisation	Settlement Resistance Invasion

Concept Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change over time/Chronology	The life of Alexander Graham Bell	A study of the seaside	Local history study – Preston	Anglo Saxons and Scots	Vikings	World War 2
Invasion			Romans	Anglo Saxons and Scots	Vikings	World War 2
Civilisation			Stone Age	Ancient Egypt	Ancient Greece	Mayans
Settlement			Stone Age Romans	Anglo Saxons and Scots	Vikings	Mayans

Year 3 History – Change over time/Chronology

Year 2 A study of the seaside	Year 3 – A local history of Preston and the surrounding area
In the final unit in Year 2, the children will learn about the growth of the seaside. Children will: • Learn that both Fleetwood and Blackpool grew to accommodate visitors on holiday. Learn about the activities people carried during their holidays in Victorian times. • Learn that contrasts will be made with where people go on holiday today, how they get there and what they do when they are there. • Find similarities in the reasons people go on holiday.	In this unit, the children will learn some of the historical importance of the city of Preston. Children will: • Learn the importance of the wool and cotton industry and how the town was impacted by the Industrial Revolution and the development of Preston docks. • Learn about the two battles of Preston in 1648 and 1715 in the English Civil War. Recognise their significance being the last battles to be fought on British soil. • Learn about the famous Prestonian Tom Finney. He was born in Preston in 1922. He trained to be a plumber but in 1937 he began it play for Preston North End. (During his career, he made 433 appearances scoring 187 goals. Finney made his England debut in 1946 and went on to play 76 times scoring 30 goals. Tom Finney is widely regarded as on of the best football players to have played for England. Finney died in 2014). • Use the ' I am Tom Finley' art installation learning the key vocabulary and the key events of Finney's life.

Vocabulary	Historical Skills
civil War – war fought between factions of the inhabitants of a single country **cotton trade** – the buying and selling of the cotton plant which was then manufactured into the textile cotton **battle -** a hostile and violent meeting between two opposing sides **Industrial Revolution** – the major technological and cultural change in the 18th century. It resulted in the change from an economy based upon manual labour to machine manufacture **Preston –** a city in the north west of England	**Chronology** – identify where people and events fit into a chronological framework **Communication** – describe significant aspects of local history. Discuss historical issues and changes. Discuss some of the connections between local, regional, national and international history **Enquiry** – Identify historically significant people and events in different situations. Use sources to address historically valid questions about change, cause, similarity, difference and significance

Year 3 History - Civilisation

Year 3 – Changes in Britain from the Stone Age to the Iron Age

In this unit, we will learn that people have been living in Britain for a very long time. Children will:

- Learn about the changes that occurred over a time span of 10,000 years (98% of British History), through the Stone Age, Bronze Age to the Iron Age.
- Learn of the developments in agriculture with the domestication of different animals and the growth of crops.
- Research the development of tools and weapons out of stone.
- Learn about the use of iron instead of stone to produce weapons and tools.
- Learn about the advancements in farming using metal ploughs instead of wooden ploughs to turn the fields.
- Recognise how during the Neolithic Revolution, people's lives were changed from hunter gatherers to farmers.
- Learn that the end of the Iron Age is marked by the second Roman Invasion.

Year 4 Ancient Egypt

In this unit, we will travel back 3,000 years to Ancient Egypt. Children will:

- Discover that this civilisation is famous for its pyramids, pharaohs, mummies and tombs.
- Discover that the pyramids were actually tombs made by pharaohs in which they would be eventually be buried. All of their belongings would be sealed in the tomb to travel with them to the afterlife.
- Study the contents of Tutankhamun's tomb and discuss what we can can learn about him.
- Discover the origins of the Ancient Egyptian civilisation and the importance of the River Nile.
- Research the mummification process and the importance this had to Ancient Egyptian society.
- Consider the similarities and differences with other places in the Stone Age.

Vocabulary

Archaelogist- someone who digs up remains of old societies, **artefact**- an object left as evidence of life in an earlier time, **BC(E)-** Before Christ/Before Common Era
domestication – keeping animals such as cattle, rather having them completely wild, **flint and flint knapping** – chipping flint into usable shapes
homo Sapiens – the type of human being that we are today
hunter Gatherer – a person who hunts and forages for food
megaliths, henges, barrows, stone circles – Stone Age monuments
Mesolithic (Middle Stone Age) – a period of history from around 9500BCE until 4000 BC, **Neaderthal** – an early species of human being
Neolithic (New Stone Age) – a period of history from around 4000 BCE to 2000 BCE **omad** – a person with no fixed home who travels around searching for food.
Palaeolithic (Early Stone Age) – a period of history from early humans until around 9500BCE.
settler – a person who settles in a previously uninhabited or new area
settlement - an area newly occupied by settlers

Historical Skills

Chronology – place events into different periods using appropriate historical terminology
Communication – describe significant aspects of ancient history, characteristics of societies and achievements of mankind
Enquiry- recognise that our knowledge of the past is constructed from primary and secondary sources. That different versions of the past may exist

Year 3 History - Invasion

Year 3 – The Roman Empire and its impact on Britain	Year 4 Britains settlement by the Anglo Saxons and Scots
Having gathered an understanding of Britain up to the Iron Age, this unit helps children understand that during the same period the Roman Empire had begun to flourish in Italy. Children will learn that: • The Roman Army was the most advanced of its time, leading to successful invasion of Britain. • The Roman Invasions of Britain was initially led by Julius Caesar. • The Roman invasions and civilisation lasted from AD 43 to AD 410. • The Romans developed a thriving infrastructure that included roads, public baths and aqueducts. • The construction of Hadrian's Wall and what its purpose was. • The Romans faced cooperation and resistance, including the uprising lead by Boudicca in 60CE. • The Romans impact on Ribchester, visiting the town to gather first hand evidence of the Roman Invasion and British life under the Romans.	In this unit, we will find out what happened to Britain once the Romans had left. We will learn: • About the invasion of the Angles, Saxons and Jutes from modern day Denmark and Germany around 450 AD. • That initially small numbers of invaders settled but due to better farming conditions numbers began to increase. To start with they faced little resistance but as different Anglo Saxon groups settled in different areas of the country battles and conflicts between rival kingdoms became common especially when the Anglo Saxons faced the Scots and Celts. • The meaning of the names of Angle Saxon Settlements where the Anglo Saxons settled (Birmingham and Oxford) and then meaning behind these names. • By 650 AD there were 7 kingdoms which by 850 AD had been consolidated to 3 the largest being Northumbria. • What it was like to live in an Anglo Saxon village and how rules and conflicts were discussed within this community. • The key events of the life of Alfred the Great and find out why he is great. He became king in AD 871 and is most renowned for guarding the coast from Viking raiders.
Vocabulary	Historical Skills
defences - buildings or fortifications that protect from danger or attack, **Emperor** – the ruler of an empire **Empire** – a number of territories or countries ruled by one supreme authority. **invasion** – an attack on one territory by another with the intention of conquering and taking control **Legion** – a unit of the Roman army comprising of 3000 to 6000 soldiers. **occupy** – to take control of a new territory **resistance** – a group who oppose the rule of the governing organisation. urbanisation **villa** – a country house with farm buildings around a courtyard **weapons** – an instrument of attack or defence	**Chronology** – explore main events, situations, changes and links within different periods **Communication** – use relevant and appropriate historical terms such as settlement, civilisation and empire **Enquiry** – recognise how sources of evidence are used to make historical claims. Ask questions such as, What might this tell us about? Describe some of the different ways the past can be represented eg, through museum displays, films and written sources

Science in Year 3

Year 3 Science Knowledge

Prior Learning	Year 3 Light, Shadows and Reflections	Future Learning
• Explore how things work. (EYFS) • Talk about the differences in materials and changes they notice. (EYFS) • Describe what they see, hear and feel whilst outside. (EYFS) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)	• Humans see objects because our eyes can sense light. • Dark is the absence of light. • Humans cannot see anything in complete darkness. • Some objects, for example, the sun, light bulbs and candles are • sources of light. • Objects are easier to see if there is more light. • Some surfaces reflect light. • Objects are easier to see when there is less light if they are reflective. • The light from the sun can damage human eyes and therefore humans should not look directly at the sun. • Humans can protect their eyes by wearing sunglasses or sunhats in bright light. • Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. • The size of the shadow depends on the position of the source, object and surface.	• Recognise that light appears to travel in straight lines. (Y6 - Light) • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. (Y6 - Light) • Explain that we see things because light travels from light sources to our • eyes or from light sources to objects and then to our eyes. (Y6 - Light) • Use the idea that light travels in straight lines to explain why shadows • have the same shape as the objects that cast them. (Y6 - Light)

Year 3 Science Key Knowledge

Prior Learning	Year 3 Forces and Magnets	Future Learning
• Explore how things work. (EYFS – Forces) • Explore and talk about different forces they can feel. (EYFS – Forces) • Talk about the differences between materials and changes they notice. • (EYFS – Forces) • Explore the natural world around them. (Foundation – Forces) • Describe what they see, hear and feel whilst outside. (Foundation –Forces) • Find out how the shapes of solid objects made from some materials can • be changed by squashing, bending, twisting and stretching. (Y2 - Uses of • everyday materials)	• A force is a push or a pull. • When an object moves on a surface, the texture of the surface and the object affect how it moves. • It may help the object to move better or it may hinder its movement e.g. ice skater compared to walking on ice in normal shoes. • A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic. • The strongest parts of a magnet are the poles. • Magnets have two poles – a north pole and a south pole. • If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. • If two unlike poles, e.g. a north and south, are brought together they will pull together – attract. • For some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. • Some forces can act at a distance e.g. magnetism. • The magnet does not need to touch the object that it attracts.	• Explain that unsupported objects fall towards the Earth because of the • force of gravity acting between the Earth and the falling object. (Y5 - • Forces) • Identify the effects of air resistance, water resistance and friction, that act • between moving surfaces. (Y5 - Forces) • Recognise that some mechanisms, including levers, pulleys and gears, • allow a smaller force to have a greater effect. (Y5 - Forces)

Year 3 Key Knowledge

Prior Learning	Year 3 Plants	Future Learning
• Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)	• Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. • The roots absorb water and nutrients from the soil and anchor the plant in place. • The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. • The leaves use sunlight and water to produce the plant's food. • Some plants produce flowers which enable the plant to reproduce. • Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). • This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. • Different plants require different conditions for germination and growth.	• Describe the life process of reproduction in some plants and animals. (Y5 -Living things and their habitats)

Year 3 Key Knowledge

Prior Learning	Year 3 Rocks and Fossils	Future Learning
• Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials, • including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)	• Rock is a naturally occurring material. • There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. • Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. • Rocks can be different shapes and sizes (stones, pebbles, boulders). • Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). • The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. Some rocks contain fossils. • Fossils were formed millions of years ago. • When plants and animals died, they fell to the seabed. • The plants and animals became covered and squashed by other material. • Over time the dissolving animal and plant matter is replaced by minerals from the water.	• Recognise that living things have changed over time and that fossils • provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)

Year 3 Key Knowledge

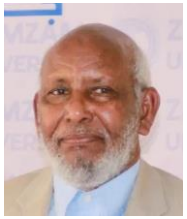
Prior Learning	Year 3 Animals Including Humans Skeletons, Human Health and Nutrition	Future Learning
• Identify and name a variety of common animals including fish, • amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 -Animals, including humans) • Find out about and describe the basic needs of animals, including • humans, for survival (water, food and air). (Y2 - Animals, including humans) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)	• Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. • Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. • A piece of food will often provide a range of nutrients. • Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.	• Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) • Identify the different types of teeth in humans and their simple functions. • (Y4 - Animals, including humans) • Construct and interpret a variety of food chains, identifying producers, • predators and prey. (Y4 - Animals, including humans) • Recognise the impact of diet, exercise, drugs and lifestyle on the way • their bodies function. (Y6 - Animals, including humans)

Year 3 Scientific Enquiry

Questioning and Research	Planning and Recording
• I can ask some relevant questions about the world around us. • I can use some different types of scientific enquiry to answer questions. • I am beginning to decide which type of enquiry is best to answer my question. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry. • I am beginning to carry out simple research on my own.	• I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units. • I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. • I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. • I can begin to record results in tables and bar charts. • I am beginning to collect data in a variety of ways, including labelled diagrams, bar charts and tables. • I am beginning to help decide how to record data.

Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating
• I can begin to observe and measure accurately using standard units including time in minutes and seconds. • I can make systematic and careful observations. • I can begin to choose from a selection of equipment. • I can use a range of equipment, including thermometers and data loggers. • I can take accurate measurements using standard units eg. mm, cm, m, ml, l, ºC, seconds and minutes. • I can decide which equipment to use and can use new equipment e.g. data loggers.	• I am beginning to communicate findings using simple scientific language. • I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions. • I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • I am beginning to describe my observations and my findings. • I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest. • I can begin to describe cause and effect. • I am beginning to identify simple changes related to simple scientific phenomena.	• I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes. • I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys. • I can begin to compare and group according to behaviour or properties, based on testing. • I am beginning to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. • I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I am beginning to answer my questions using the results of my enquiry. • I am beginning sometimes to think of cause and effect in my explanations.

Scientists and Careers Across Science - Year 3

Plants	Animals, including humans	Rocks	Light	Forces and magnets
Scientists				
 Ahmed Mumin Warfa (Somali Botanist)	 Willhelm Röntgen (Invented the X Ray)	 Mary Anning (Fossilist	 Patricia Bath (Ophthalmologist and inventor)	 Jyoti Sehdev (Senior civil engineer)
Careers				
Horticulturist (an expert in garden cultivation and management) Irrigation engineer (creates and develops water systems)	Physiologist (a scientist who studies how plants and animals function) Dietician (develops nutrition advice to improve people's diets)	Geologist (studies the Earth and what it is made of, including rocks) Volcanologist (studies volcanoes)	Astronomer (studies space) Optician (a doctor specialising in vision and eye health)	Architect (designs buildings) Seismologist (studies earthquakes)

Design Technology in Year 3

Design and Evaluation	Technical Knowledge
Building on their previous skills, pupils in Year 3 will learn to: • generate ideas for an item, considering its purpose and the user/s • identify a purpose and establish criteria for a successful product • plan the order of their work before starting • communicate design ideas in different ways, presentation, models etc • investigate similar products to the one to be made to give starting points for a design • identify the strengths and weaknesses of their design ideas in relation to purpose/user • carry out appropriate tests first • reflect on work in relation to intended use (and users') and identify improvements needed	Building on their previous knowledge, pupils in Year 3 will explore a range of products to develop their understanding of: • features of a fortress • suitable materials to be selected and used for a castle, considering weight, compression, tension • knowledge that wide and flat based objects are more stable • terminology of strut, tie, span, beam • the difference between frame and shell structure • how pneumatic systems work • mechanisms and it is a system of parts that work together to create motion • pneumatic systems which can be used as part of a mechanism • pneumatic systems force air over a distance to create movement • climate and how it affects food growth • imported foods travel from far away and this can negatively impact the environment • vegetables and fruit grow in certain seasons • each fruit and vegetable give us different nutritional benefits • describe the benefits of seasonal fruits and vegetables and the impact on the environment

Working with tools, equipment, materials and components to make quality products

Food	Structures	Mechanisms
Pupils in Year 3 will have the opportunity to design and make a tart. They will learn to: • develop sensory vocabulary/knowledge and analyse the taste, texture, smell and appearance of a range of foods. (mostly savoury) • follow instructions/recipes. • use the *Eatwell plate* to make healthy eating choices • join and combine a range of ingredients • find out which country different fruit and vegetables are grown in • know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination • create a healthy and nutritious recipe • work with cooking equipment safely and hygienically • use, store and clean a knife safely **KEY VOCABULARY: SEASONS, HYGIENE, CLIMATE, IMPORTED, NUTRITIONAL BENEFIT.**	Pupils in Year 3 will have the opportunity to design and make a fortress. They will learn to: • use appropriate vocabulary related to the project • make structures more stable by giving them a wider base • measure and mark square sections • construct a range of 3D geometric shapes using nets • create special features for individual designs • make facades from a range of recycled material • draw and label a fortress design using 2D shapes, labelling: - the 3D shapes that will create the features - materials need and colour **KEY VOCABULARY: FACADE, FEATURE, SCORING, TAB, STABLE, STRONG, STRUCTURE.**	Pupils in Year 3 will have the opportunity to design and make a pneumatic system. They will learn to: • create a pneumatic system to create a desired motion • build secure housing for a pneumatic system • use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy • select materials due to their functional and aesthetic characteristics **KEY VOCABULARY: PNEUMATIC SYSTEM, SYRINGES, THUMBNAIL SKETCH, EXPLODED-DIAGRAM, OUTPUT, INPUT.**

PSHE and Relationships Education
Digital Literacy in Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we value our differences?		What jobs would we like?
Context	Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	Recognising the various factors that make us different; realise the nature and consequence of discrimination		What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
Relationships Education	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact		The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	The importance of self-respect and how this links to their own happiness	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

Digital Literacy Pupils will be taught to:	Privacy and Security	Online Bullying	Online Reputation	Self-Image and Identity	Online Relationships	Health, Wellbeing and Lifestyle
	• describe simple strategies for creating and keeping passwords private. • give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. • describe how connected devices can collect and share anyone's information with others	• describe appropriate ways to behave towards other people online and why this is important. • give examples of how bullying behaviour could appear online and how someone can get support.	• search for information about others online; examples of what anyone may or may not be willing to share about themselves online. The need to be careful before sharing anything personal. • explain who someone can ask if they are unsure about putting something online.	• understand the term 'identity'; how people can represent themselves in different ways online. • Understand ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	• understand that to 'know someone' online and why this might be different from knowing someone offline. • Understand what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online; the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	• understand why spending too much time using technology can sometimes have a negative impact on anyone; • give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. • Understand why some online activities have age restrictions, why it is important to follow them and know who • talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Art and Design in Year 3

Key Learning in Art and Design at Sherwood Primary School: Year 3	
Exploring and Developing Ideas	Evaluating and Developing Work
• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the work of artists, craftspeople and designers working in different times and cultures.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.

Drawing Sketchbook work in response to Van Gogh; exploring shading; wax resist; developing and enlarging patterns				
• Experiment with ways in which surface detail can be added to drawings. • Use sketchbooks to collect and record visual information from different sources – observation, photographs, digital cameras, videos, music, movement. • Draw for a sustained period of time at an appropriate level.	Lines and Marks • Make marks and lines with a wide range of drawing implements, e.g. charcoal, pencil, crayon, chalk pastels, pens, etc. • Experiment with different grades of pencil and other implements to create lines and marks.	Form and Shape • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show awareness of objects having a third dimension.	Tone • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way.	Texture • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.

Theme	Collage	Printing	3D	Textiles	Painting
Context	Cut painted paper collages, artist responses	Inking Up a Slab Monoprints Plasticine Stamps	Explore style of Kandinsky; papier mache egg; clay slab dragon eye;	Collograph printing on a paper towel; dip-dyed fabric squares, overprinted; Islamic patterns	Colour mixing; direct observations; artist responses
Focus	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary.	• Create printing blocks using a plasticine relief stamp. • Create repeating patterns. • Take simple prints, i.e. monoprinting. • Ink up a 'slab' and use a roller in monoprinting. Texture • Place different materials under the printing surface to collect textures and patterns. • Produce simple prints onto a range of surfaces.	• Plan, design and make models from observation or imagination. • Join clay adequately and construct clay coils to make a 3D form. • Create intricate surface patterns and textures in a malleable material. • Use papier mache and brown, gummed tape to create a simple 3D object. • Use paper forms to produce a 3D relief surface.	• Use a variety of techniques, e.g. printing, dyeing, weaving, knotting and wrapping to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. • Use fabrics to create 3D structures.	• Experiment with different effects/textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales, e.g. thin brush on small picture, etc. • Create different effects and textures with paint according to what they need for the task. Colour • Mix colours and know which primary colours (blue, red, yellow) make secondary colours. • Use more specific colour language. • Mix and use tints and shades.
Digital Media • Record and collect visual information using digital cameras/ videos • Present recorded visual images using software. • Use a simple graphics package to create images and effects with: • Lines by controlling the brush tool with increased precision. Change the type of brush to an appropriate style. • Create shapes by making selections to cut, duplicate and repeat. • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.					
Key Artists studied in Year Three: Vincent Van Gogh, Sean Scully, Paul Klee and Victor Vasarely					

Religious Education Overview

Year 3 Key Question: Who should we follow?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Christianity (God)	Hindu Dharma	Christianity (Jesus)	Christianity (Church)	Sikhism	Islam
Enquiry Question	How (and why) have some people served God?	Why is family an important part of Hindu life?	What does it mean to be a disciple of Jesus?	What do Christians mean by the 'Holy Spirit'?	Why are the Gurus important to Sikhs?	Why is the Prophet Muhammad (pbuh) an example for Muslims?

Music in Year 3

Year 3 Music

Year 2	Year 3 Core knowledge	Year 4
• To confidently sing or rap 5 songs • Begin to recognise the specific instruments being played when listening to a piece of music • Begin to follow simple notation to see when pitch goes up or down and follow with voices • Begin to locate some musical notes on a stave • Record composition using dot and stick notation • Use music technology to capture sounds • Develop an understanding of the purpose of performing	• Make comparisons between different genres of music • Begin to identify the structure of a song e.g. verse and chorus • Children sing songs in simple two-parts • Demonstrate good understanding of posture for singing • Play differentiated parts on a tuned instrument • Improvise in response to stimuli • Compose music in 4/4 time using crotchets, minims, dotted minims, semi-breves and paired quavers • Perform with expression in front of a small audience	• Talk about the musical dimensions e.g. dynamics • Use musical vocabulary to discuss a piece of music • Awareness of the importance of listening to each other when playing/singing in unison • Begin to use dynamics to create loud and soft parts of a song • Identify notes on a stave and note value for notes taught • Compose music to create a specific mood • Capture and record compositions using a range of notation and technology • Present a musical performance to capture an audience

Skills – singing and playing the instrument (Recorder)	Skills – improvisation, composition and performance
• Demonstrate good posture when singing and sing with awareness of being 'in tune.' • Sing in simple two-parts • Understand the importance of warming up the voice • Begin to develop a relaxed and appropriate posture for singing. • Play differentiated parts on a tuned instrument from memory or following musical notation. • Identify with more confidence the notes being played on a stave	• • Invent short 'on-the-spot' responses using a limited note range • Improvise and compose in response to stimuli such as stories, images and musical sources • Compose music in 4/4 time using crotchets, minims, dotted minims, semi-breves and paired quavers • Place note length representations on a grid that shows high and low notes • Perform with expression and use actions confidently and in time with the piece

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drum, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Physical Education Overview

Year 3 PE	The INTENT at Year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides i.e. 3v1, 4v2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games i.e. (Target, Invasion Games, Net/Wall, Striking and Fielding). The INTENT at Year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills.

Target/Creative Games	Striking and Fielding Games
This unit lays the foundation for children understanding how games work through designing their own tag and target games. Children will improvise their FMS and start to understand how to design their own game.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In Striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs.

Invasion Games	Net/Wall Games	OAA
These units lay the foundation for simple invasion games. Children will learn how to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children will learn to develop the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups. Children will learn to use simple maps and follow simple trails.

Dance	Gymnastics Activities	Athletic Activities
Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children will focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children should concentrate on developing good basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics.

Computing Overview

Theme	3.6 We are opinion pollsters	We are Musicians	3.4 We are presenters	3.1 We are programmers	3.2 We are bug fixers	3 We are animators
Context	In this unit, the children create their own opinion poll, seek responses, and then analyse the results.	In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum.	In this unit, the pupils choose a topic to teach to others. They research this using web-based sources, plan a presentation, source and create visual content and record a spoken commentary.	In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.	In this unit, the children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.	This unit will allow children to use a range of techniques to create a stop-frame story-based animation.

French Overview

<table>
<tr><th colspan="2">Year 3 French</th></tr>
<tr><th>Speaking and Listening</th><th>Reading</th></tr>
<tr><td>To engage in conversations; ask and answer questions; express opinions and respond to those of others
Greet and say goodbye, Ask someone's name and say your own
Ask how someone is and respond
To present ideas and information orally to a range of audiences
Present information to the rest of the class
To appreciate stories, songs, poems and rhymes in French
Listen to and follow a French story
To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</td><td>To read carefully and show understanding of words, phrases and simple writing
Read and understand French words
To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Identify colours
Identify food items
Count numbers 1-30</td></tr>
<tr><th colspan="2">Writing</th></tr>
<tr><td colspan="2">To write phrases from memory, and adapt these to create new sentences, and to express ideas clearly
Write a conversation between two people
To describe people, places, things and actions orally and in writing
Record vocabulary relating to topics studied (greetings/colours/food/numbers)</td></tr>
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