



Year 3

| | AUTUMN | SPRING | SUMMER |
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| RELIGIOUS EDUCATION | <p>Hinduism</p> <ul style="list-style-type: none"> Understand that Hindus believe in one God represented through many deities. Understand that Hindus have sacred texts and recognise the similarities and differences between them and Christian sacred texts. Describe what is found in a Mandir, including its importance to Hindus and their life. Understand the Hindu worship known as Puja. Explain why the festival of Raksha Bandhan is special for Hindus The story of Prince Rama and Princess Sita and why it is celebrated at Diwali. <p>Christianity</p> <ul style="list-style-type: none"> What did Jesus teach and tell people to do? Understand Jesus' New Commandment and the two Greatest Commandments and begin to understand what they mean to Christians. How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? | <ul style="list-style-type: none"> What are the miracles of Jesus? Know that Jesus told stories as a way of teaching people about God and how they should behave. Know and retell some well-known parables of Jesus and explain their meaning. What makes a Christian? Easter people – Who is the most important person in the Easter story? | <p>Buddhism</p> <ul style="list-style-type: none"> What is Buddhism? Describe what a Buddhist might learn from a Buddhist religious story. What does the word sacrifice mean? What is Kindness and how can It be shown according to Buddhist teachings? Explain how Buddhist teaching is similar to that of other religious groups. <p>Christianity</p> <ul style="list-style-type: none"> Find out about Christian Liturgy. Learn about elements in the Bible and learn about life in the church. Develop an understanding of Christian prayer and Christian worship. |

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| <p>ENGLISH</p> | <p>Texts studied</p> <ul style="list-style-type: none"> • The Promise • Here Comes Frankie • Coming Home • Mummification <p>Writing outcomes</p> <ul style="list-style-type: none"> • Persuasive Letter • Letter as a character • Fiction – problem resolution story in a storybook format • Descriptive writing • Plan for a community area • Instruction writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify • Use capital letters (for proper nouns & to start sentences), full stops, question marks and exclamation marks correctly • Use commas to separate items in lists • Use imperative verbs in instructions • Organise ideas into paragraphs • Similes <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Read for enjoyment • Read a range of text types • Participate in discussion • Discuss and clarify the meaning of words • Read accurately by blending • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Use a dictionary to spell and find the meaning of words • Use a thesaurus to add more ambitious words to their work | <p>Texts studied</p> <ul style="list-style-type: none"> • Moon Man • Moon Juice poetry anthology • Stone Age Boy • Genius of the Stone Age <p>Writing outcomes</p> <ul style="list-style-type: none"> • Setting description • Persuasive writing letters • Performance poetry • Poetry anthology • News report <p>Grammar & Punctuation</p> <p>Recap Term 1</p> <ul style="list-style-type: none"> • Use inverted commas used around speech (other punctuation within & around speech marks is developing) • Organise ideas into paragraphs • Use apostrophes for omission and singular possession (can't, the girl's shoes) • Use adverbs <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Discuss sequence of events • Make predictions • Ask and answer questions • Retrieve and infer | <p>Texts studied</p> <ul style="list-style-type: none"> • The Truth about Trolls • The Whistling Monster <p>Writing outcomes</p> <ul style="list-style-type: none"> • Whole story including character, setting description and speech in a rainforest myth • Explanation text • Fact file about an animal living in the rainforest <p>Grammar & Punctuation</p> <p>Recap term 1 and 2</p> <ul style="list-style-type: none"> • Use conjunctions: (when, before, after, while, so, but, because) • Use adverbs: (then, next, soon, suddenly, later on, after that,) • Use prepositions: (before, after, during, in, because of, above) • Use fronted adverbials (unexpectedly, excitedly) <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Recognise simple recurring literary language in stories and poetry • Reading comprehension • Continue to read for enjoyment |
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| <p>MATHS</p> | <p>Number sense and calculation strategies</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Revision of key calculations and solve number problems and practical problems involving these ideas <p>Angles and shape</p> <ul style="list-style-type: none"> Recognise 3D shapes in different orientations and describe them <p>Time</p> <ul style="list-style-type: none"> Develop conceptual understanding of clocks Read analogue times to the nearest minute Use am and pm accurately Read digital times with minutes past Order times in different formats Understand the units of measured time Measure and estimate intervals Calculate and compare intervals Solve problems with measured and recorded time <p>Fractions</p> <ul style="list-style-type: none"> Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s, $\frac{1}{6}$s and $\frac{1}{8}$s realise how many of each make a whole: Finding fractions of a shape Ordering fractions <p>Measurement</p> <ul style="list-style-type: none"> Work with centimetres and millimetres Calculate perimeter in centimetres and millimetres Work with centimetres and metres Solve problems involving length. <p>Deriving multiplication and division facts</p> <ul style="list-style-type: none"> Compare multiplication structures Sort multiples of 2,3,4,5 and 10 Doubling and halving <p>Addition & Subtraction including word problems</p> <ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers Understanding place value, including money and using partitioning in adding and subtracting <p>Length and Perimeter</p> <ul style="list-style-type: none"> Work with centimetres and millimetres (length), and capacity Calculate perimeter in centimetres and millimetres Work with centimetres and metres Solve problems involving length and capacity | <p>Place value in addition and subtraction</p> <ul style="list-style-type: none"> Rehearse place value in 3 digit numbers, including money Using counting on (jumping frog) to work out subtraction Use of partitioning in adding and subtracting mentally Introduction of column method for addition Count in steps of 10,50 and 100 <p>Angles and shape</p> <ul style="list-style-type: none"> Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Recognise right angles are known as 90 degrees, a quarter turn and 360 degrees is a full turn. Understand that angles are measured in degrees and the symbol for the measurement Begin to understand the term perimeter to mean length/distance <p>Deriving multiplication and division facts</p> <ul style="list-style-type: none"> Compare multiplication structures Doubling and halving Use grid method to multiply Apply known facts to solve problems Understand the relationship between multiplication and division Multiply and divide 2-digit numbers Solve word problems <p>Fractions</p> <ul style="list-style-type: none"> Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s, $\frac{1}{6}$s and $\frac{1}{8}$s realise how many of each make a whole: find equivalent fractions Find fractions of amounts <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) <p>Time</p> <ul style="list-style-type: none"> On-going rehearsal of telling the time to the nearest minute On-going rehearsal of finding a time after a given interval am/pm 24 hour clock times | <p>Mental addition and subtraction</p> <ul style="list-style-type: none"> Add 3-digit numbers and 1-digit number mentally Use known number facts to problem solve Add and subtract multiples of 10 <p>Fractions</p> <ul style="list-style-type: none"> Compare and order fractions with the same denominator Begin to recognise equivalences of $\frac{1}{2}$ Add and subtract fractions with the same denominator <p>Measures</p> <ul style="list-style-type: none"> Read weighing scales with different intervals Weigh and compare masses with mixed units Estimate the mass of an object Read scales when measuring volume Measure and compare capacities with mixed units Estimate the capacity of a container Use bar models to represent addition and subtraction problems involving measures Solve addition and subtraction problems involving measures using column addition Use bar models to represent multiplication and division word problems involving measures Solve multiplication and division problems involving measures Apply knowledge and understanding of measures to solve real-world problems <p>Securing multiplication and division</p> <ul style="list-style-type: none"> Deepen understanding of multiplication and division Use the grid method to multiply 2- digit numbers by 3,4,5,6,and 8 Use scaling to multiply heights and weights Divide without remainders just beyond the 12th multiple Solve problems involving the 6 and 8 multiplication tables Multiply 2-digit numbers <p>Angles and shape</p> <ul style="list-style-type: none"> Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p>Graphs</p> <ul style="list-style-type: none"> Interpret and create pictograms Read and interpret scaled bar charts Collect and present data. <p>Time</p> <ul style="list-style-type: none"> On-going rehearsal of telling the time to the nearest minute On-going rehearsal of finding a time after a given interval Solve problems with measured and recorded time |
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| <p>SCIENCE</p> | <p>Light</p> <ul style="list-style-type: none"> Recognise that we need light in order to see things and that dark is the absence of light. Understand and identify what a light source is. Investigate reflective materials and make decisions about being fit for specific purposes <ul style="list-style-type: none"> Notice that light is reflected from surface and why. <ul style="list-style-type: none"> To recognize that light from the sun can be dangerous and learn how to protect our eyes and skin Understand that shadows are formed when light is blocked by a solid object Know that shadows change in length and position depending on distance from the light source Understand that light travels in a straight line Set up simple practical enquiries and take accurate measurement from it Presenting results in a table <p>Rocks and Soils</p> <ul style="list-style-type: none"> Recognise and describe features of different rocks Know that rocks are chosen for particular purposes Know the differences between rocks can be identified by testing Explain how fossils are formed Learn the names of the earth's layers Understand what soil is made up of Identify what happens to soil over time <p>Thinking scientifically:</p> <ul style="list-style-type: none"> Plan a fair test and learn how to spot when a test is unfair Use a range of equipment Make observations Apply scientific vocabulary <p>Cross Curricular links Maths (data handling)</p> <ul style="list-style-type: none"> Collect and record data | <p>Forces, Motion and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Set up a simple fair-test and record findings in a table then a bar chart. Identify changes related to scientific ideas Recognise what happens when a force acts on different objects Understand that air resistance is a force that slows objects moving through air Describe the forces in Magnets Understand that some metals are attracted to magnets, and that other materials are not; Know that magnets have many practical uses Describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing Investigate Magnet strength <p>Thinking Scientifically:</p> <ul style="list-style-type: none"> Collect and record data from their own observations Take accurate measurements using standard units Recognise when a simple fair test is necessary and help to decide how to set it up. Use relevant simple scientific language to discuss their ideas and communicate their findings Collect and record data from their own observations Raise questions about the world around them <p>Cross-curricular links</p> <ul style="list-style-type: none"> Maths- weight,/time Physical Education – Resistance training link with sports including rugby | <p>Plants</p> <ul style="list-style-type: none"> Identify parts and describe functions of a flowering plant Explore requirements for growth and how they vary from plant to plant Investigate how water is transported in a plant Explore the part flowers play in life cycles e.g. Pollination, seed formation and dispersal Understand how a plant makes food <p>Animals including Humans</p> <ul style="list-style-type: none"> Identification of animals with exo and endo skeletons Learn the names of bones in the human skeleton Understand the function of the human skeleton Know which organs are protected by the skeleton in the human body Understand the need for healthy nutrition to nourish the human body Understand that humans and animals cannot make their own food and that they get their nutrition from what they eat Be able to plan a healthy meal based on a balanced human diet Understand and examine how muscles work with the skeleton to allow movement <p>Thinking Scientifically:</p> <ul style="list-style-type: none"> Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Talk about criteria for grouping, sorting and classifying Use relevant simple scientific language to discuss their ideas and communicate their findings <p>Cross curricular links DT – food eating seasonally</p> |
| <p>COMPUTING</p> | <p>Online safety Talk about key online safety 'rules', know what may be unacceptable behaviour, and know where to go / report if there is a problem. Children to make a poster to demonstrate their understanding.</p> <p>Programming</p> <ul style="list-style-type: none"> Understand how to use 'The Stage' in Scratch to create a background Understand how to make an object move using a looped set of instructions Understand how to design a character Understand how to add speech to a moving animation <p>Videoing Performance</p> <ul style="list-style-type: none"> Understand the different shots used in filming Plan a storyboard of shots Learn how to use imovie on the ipads Film the dance challenge using imovie and storyboard plans Edit a movie in imovie | <p>Online safety Demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.</p> <p>Computational Thinking</p> <ul style="list-style-type: none"> Finding and correcting bugs in programs. Use Scratch to apply learning Identify and correct one off bugs Identify and improve performance bugs Identify and correct multi-threading <p>Correct a sequential bug</p> <p>Collecting and Analysing Data</p> <ul style="list-style-type: none"> Plan a survey thinking about suitable questions Use Google Forms to create an online survey Collect results of their survey <p>Look at results and analyse</p> | <p>Online safety Understand some simple steps to 'validate' information found on the Web, and appreciate how search results are selected and ranked.</p> <p>Networks</p> <ul style="list-style-type: none"> Understand how computers communicate using addresses, routers and switches Use an IP address to communicate to an external computer Understand how the internet works Apply their learning about networks to using the internet safely Apply their learning about networks to using the internet safely |

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| HISTORY | Ancient Egypt <ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of sources by using primary sources of information to ask and answer questions. ▪ To develop a chronologically secure knowledge of Ancient Egyptians by knowing when and where they lived. ▪ Understand the significance of the Nile for Ancient Egyptians and their farming practices. ▪ Establish a clear narrative about the Ancient Egyptian era by learning about how Ancient Egyptians recorded things, finding out about the gods and myths the Ancient Egyptians believed in and learning about the Ancient Egyptian afterlife. | Stone Age, Iron Age and Bronze Age <ul style="list-style-type: none"> • Understand that the past can be divided into periods of time. • Develop a chronologically secure knowledge of The Stone Age, Iron Age and Bronze Age by placing events chronologically order on a timeline. • To establish a clear narrative of these periods by understanding daily life of a Stone Age man, learning how cave paintings were used as a form of communication and investigating how different life was in the Stone Age when man started to farm. • To address the concepts of change and continuity by identifying changes in Britain throughout the Stone Age, Bronze Age and Iron Age. • Visit to Stonehenge. | |
| GEOGRAPHY | | | Rainforests <ul style="list-style-type: none"> • Understand the different types of rainforest and to locate rainforest areas on a map. • Learn about the structure of a rainforest. • Find out about the features of the forest floor and the animals that live there. • Describe and understand key aspects of a tropical climate. • Appreciate the effects of deforestation. • Learn about the resources we get from the rainforest. • Research information about the native inhabitants of the rainforest. • Visit to the Living Rainforest. |
| DESIGN TECHNOLOGY | Textiles: Bunting – linked to Ancient Egyptian Theme <ul style="list-style-type: none"> • Designing for a purpose • Sewing cross stitch and using applique • Compare to designs • Construction of bunting • Understanding that fabrics can be layered for effect • Knowing different stitch types | | Food Technology – Eating Seasonally <ul style="list-style-type: none"> • Designing to criteria • Safely preparing fruit and vegetables • Following a recipe • Tasting and evaluating their dessert • Knowing what foods are in season and when • Understanding the benefits of foods by their colour • Knowing how climate alters the sweetness of food |
| ART | Formal Elements of Art <ul style="list-style-type: none"> • Identifying, drawing & labelling shapes around the school • Identifying geometric shapes within an object and sketching • TONE: The Four Rules of Shading • TONE: Shading From Light to Dark | Prehistoric Art <ul style="list-style-type: none"> • Drawing, painting and working with charcoal • Painting animal designs inspired by cave artists including a class creation and creating paints • Exploring unusual mediums • Simplifying to abstract form • Developing understanding of colour, line and form • Expressing their thoughts and ideas about prehistoric art • Learning how prehistoric artists created painting materials • Understanding and reflecting on why early humans created art | Art and Design Skills <ul style="list-style-type: none"> • Painting tints and shades • Drawing from observation • Learning about an artist. Craft <ul style="list-style-type: none"> • Creating a mood board • Develop sewing skills • Represent themselves and their family through their art • Applying the creative processes of artists and craftspeople to own work • Develop a more comprehensive use of the language of art |

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| <p>PHYSICAL EDUCATION</p> | <p>Ball skills</p> <ul style="list-style-type: none"> • Catch different sized objects with increasing consistency with two hands. • Dribble a ball with control. • Persevere when learning a new skill. • Provide feedback using key words. • Show a variety of throwing techniques. • Throw with accuracy and increasing consistency to a target. • Track the path of a ball that is not sent directly to me <p>Fundamentals</p> <ul style="list-style-type: none"> • Jump and turn a skipping rope. • Change direction quickly. • Identify when I was successful. • Link hopping and jumping actions. • Demonstrate balance when performing other fundamental skills. • Understand how the body moves differently at different speeds. • Understand why it is important to warm up. <p>Gymnastics</p> <ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus. • Choose actions that flow well into one another. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Provide feedback using key words. • Use a greater number of their own ideas for movements in response to a task. • With help, recognise how performances could be improved. <p>Netball</p> <ul style="list-style-type: none"> • Begin to use simple tactics. • Learn the rules of the game and begin to use them honestly. • Communicate with my team and move into space to support them. • Defend an opponent and try to win the ball. • Pass, receive and shoot the ball with some control. • Provide feedback using key words. • Understand my role as an attacker and as a defender. • Work cooperatively with my group to self-manage games. | <p>Dance</p> <ul style="list-style-type: none"> • Be respectful of others when watching them perform. • Provide feedback using key words. • Repeat, remember and perform a dance phrase. • Use counts to keep in time with a partner and group. • Use dynamic and expressive qualities in relation to an idea. • Work with a partner and in a small group, sharing ideas. • Create short dance phrases that communicate the idea. <p>Basketball</p> <ul style="list-style-type: none"> • Use simple tactics. • Learn the rules of the game and am beginning to use them honestly • Dribble, pass, receive and shoot the ball with some control • Find a space away from others and near to my goal • Provide feedback using key words. • Track an opponent to slow them down. • Understand my role as an attacker and as a defender. • Work co-operatively with my group to self-manage games. <p>Athletics</p> <ul style="list-style-type: none"> • Develop jumping for distance. • Identify when I was successful. • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing action for accuracy and distance • Use different take off and landings when jumping • Use key points to help me to improve my sprinting technique. • Work with a partner and in a small group, sharing ideas • Show determination to achieve my personal best <p>Dodgeball</p> <ul style="list-style-type: none"> • Learn the rules of the game and I am beginning to use them to play fairly. • Provide feedback using key words. • Throw with some accuracy and I am beginning to catch with some consistency. • Understand the aim of the game. • Work co-operatively with my group to self-manage games. | <p>Cricket</p> <ul style="list-style-type: none"> • Bowl a ball towards a target. • Begin to strike a bowled ball after a bounce. • Develop an understanding of tactics and begin to use them in game situations. • Begin to learn the rules of the game and use them honestly. • Persevere when learning a new skill. • Provide feedback using key words. • Use overarm and underarm throwing, and catching skills. • Work co-operatively with my group to self-manage games. <p>Football</p> <ul style="list-style-type: none"> • Begin to use simple tactics. • Begin to learn the rules of the game and use them to play honestly and fairly. • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to my goal. • Provide feedback using key words. • Track an opponent to slow them down. • Understand my role as an attacker and as a defender. • Work co-operatively with my group to self-manage games. <p>Tennis</p> <ul style="list-style-type: none"> • Begin to learn the rules of the game and use them to play fairly. • Provide feedback using key words. • Return a ball to a partner. • Use basic racket skills. • Understand the aim of the game. • Understand the benefits of exercise. • Work cooperatively with my group to self-manage games. <p>Fitness</p> <ul style="list-style-type: none"> • Collect and record my scores, recognising my strengths. • Complete exercises with control. • Persevere when I find a challenge hard. • Provide feedback using key words. • Use key points to help me to improve my sprinting technique. • Work safely with others. • Show balance when changing direction. • Understand that there are different areas of fitness. |
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| <p>MUSIC</p> | <p>A Journey Around the World</p> <ul style="list-style-type: none"> • Learn about music from a range of countries and cultures • Understand how music is used for different purposes e.g. ritual, celebration, worship etc. • Identify music from different countries by key features • Have a hands-on experience using a range of instruments and costumes • Make observations relating to own personal experiences, where appropriate. • Notice when music from different traditions and cultures share similarities. | <p>Exploring Descriptive Sounds</p> <ul style="list-style-type: none"> • Link music with character • Listen to and explore the music from 'Carnival of the Animals' and 'Peter and the Wolf'. • Understand how music is used in film and TV to enhance the scene • Have an awareness of compositional devices • Experiment with and refine musical choices in order to represent a character using music • Compose with a purpose • Use IT to listen to and record music and film. | <p>Recorders</p> <ul style="list-style-type: none"> • Name the parts of a recorder • Use 'feather breath' to create a controlled sound • Learn how to hold a recorder using the left hand • Play the notes B,A,G and beyond with correct fingering • Understand how to read the notes on a stave • Play along with others and with an accompaniment • Understand how learning to play the recorder links with and develops the skills needed for playing other woodwind instruments |
| <p>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</p> | <p>Being Me in My World</p> <ul style="list-style-type: none"> • Set personal goals • Face new challenges • Understand why rules are needed. Learning Charter. • Rewards and consequences. • Making responsible choices. <p>Celebrating Differences</p> <ul style="list-style-type: none"> • Accept that everyone is different. • Family conflict • Bullying – know what it means to witness bullying. • Problem solving a bullying situation. • Using kind words. • Give and receive compliment | <p>Healthy Me</p> <ul style="list-style-type: none"> • Being fit and healthy. • What do I know about drugs? Knowledge and attitude towards drugs. • Keeping safe. Express how being anxious or scared feels. • Safe or unsafe. To know when something feels safe or unsafe. • My amazing body. Respect our bodies and appreciate what they do for us. <p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship • Know and use strategies for keeping safe online. • Global Citizen. Explain how the work of people around the world influence our lives. Identify how our lives may be different. • To know what makes a good relationship. | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Identify difficult challenges and successes. • Dreams and ambitions • New learning challenges. • Positive attitude • Recognise obstacles that might hinder learning. • Evaluate own learning process and identify how it can be better next time. <p>Changing Me</p> <ul style="list-style-type: none"> • How babies grow. • Outside body changes. • Inside body changes. • Family stereotypes. • Looking ahead. |

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| <p>FRENCH</p> | <p>Topics</p> <ul style="list-style-type: none"> • Greetings • How are you? • Name and age • Numbers up to 20 • To answer how many...? • To ask and answer about activity preferences <p>Skills in listening</p> <ul style="list-style-type: none"> • Understand basic vocabulary, spoken words and phrases • Appreciate simple songs in French <p>Skills in speaking</p> <ul style="list-style-type: none"> • Ask and answer simple questions and give basic information • To recognise and say correctly the 'a' sound and 'r' sound in French words <p>Skills in reading</p> <ul style="list-style-type: none"> • Recognise and match numbers and key greetings in French to visuals | <p>Topics</p> <ul style="list-style-type: none"> • Birthdays • Months of the year • Hobbies • Colours • Parts of the body • Masculine and feminine nouns • Nouns and adjective agreement <p>Skills in listening</p> <ul style="list-style-type: none"> • Understand basic vocabulary, spoken words and phrases • Appreciate simple songs in French <p>Skills in speaking</p> <ul style="list-style-type: none"> • Ask and answer simple questions and give basic information • Join sentences using <i>et</i> • Put adjectives after the noun • Recognise and say the 'eu' sound in French words <p>Skills in reading</p> <ul style="list-style-type: none"> • Recognise and match new vocabulary to visuals • Draw pictures to match captions <p>Skills in writing</p> <ul style="list-style-type: none"> • Write or copy simple words | <p>Topics</p> <ul style="list-style-type: none"> • Animals • Animal movements • Food • Likes and dislikes <p>Skills in listening</p> <ul style="list-style-type: none"> • Understand basic vocabulary, spoken words and phrases • Appreciate simple songs in French • Listen and join with a story in French • Sort words according to <i>eu/ou</i> sound <p>Skills in speaking</p> <ul style="list-style-type: none"> • Ask and answer simple questions and give basic information • Decide when to use <i>il</i> or <i>elle</i> for the pronoun "it" • Join sentences using <i>et</i> • Ask for someone's opinion using <i>et toi</i> or <i>tu aimes</i> <p>Skills in reading</p> <ul style="list-style-type: none"> • Recognise and read out familiar words and new vocabulary • Read simple sentences <p>Skills in writing</p> <ul style="list-style-type: none"> • Write or copy simple words • Write sentences about how animals move • Write sentences about likes and dislikes |
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