Year: 3 **Cambridge Road C P & N School Curriculum** September 2023

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | | Summer 2 |
| Pathways to Write Text | **Seal Surfer by Michael Foreman** | **Winter’s Child by Graham Baker-Smith** | **Stone Age Boy by Satoshi**  **Kitamura** | **Big Blue Whale by Nicola**  **Davies** | **Journey by Aaron Becker** | | | **Zeraffa Giraffa**  **by Dianne Hofmeyr** |
| Linked Texts | The Dancing Bear by Michael  Morpurgo | Ice Palace by Robert Swindell | The Iron Man by Ted Hughes | This morning I met a whale by  Michael Morpurgo | Tilly Mint Tales by Berlie Doherty | | | The White Fox by Jackie Morris |
| English Reading | Use dictionaries to check the meanings of words  Prepare poems to read aloud and perform  Recognise different forms of poetry  Check text makes sense  Ask questions to improve  understanding of a text  Draw inferences (characters’  feelings, thoughts and  motives); justify with evidence  Predict from details stated and implied  Participate in discussion about books | Use dictionaries to check the  meanings of words  Identify themes and  Conventions  Discuss words and phrases that  capture the reader’s interest and imagination  Recognise different forms of poetry  Explain meaning of words in context  Draw inferences (characters’  feelings, thoughts and motives); justify with evidence  Predict from details stated and implied | Read for a range of purposes  Use dictionaries to check the meanings of words  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and  motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Retrieve and record  information from non- fiction | Read for a range of purposes  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language,  structure and presentation  contribute to meaning  Retrieve and record  information from non- fiction  Participate in discussion about books | Identify themes and  Conventions  Discuss words and phrases that capture the reader’s interest  and imagination  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussion about  books | | | Read for a range of purposes  Use dictionaries to check the meanings of words  Explain meaning of words in context  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and  motives); justify with evidence  Predict from details stated and implied  Identify how language,  structure and presentation  contribute to meaning  Retrieve and record  information from non- fiction |
| English Spoken Language | Ask relevant questions  Build vocabulary  Articulate and justify answers  Participate in discussions, presentations, performances, role play, improvisations and  debates  Consider and evaluate different  viewpoints | Ask relevant questions  Build vocabulary  Give well-structured  descriptions, explanations and  narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Consider and evaluate different  viewpoints | Listen and respond  Build vocabulary  Ask relevant questions  Participate in discussions,  presentations, performances, role play, improvisations and  debates | Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Speak audibly and fluently  Participate in discussions,  presentations, performances,  role play, improvisations and  debates  Select appropriate registers for effective communication | Build vocabulary  Articulate and justify answers  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Participate in discussions,  presentations, performances, role play, improvisations and  debates  Consider and evaluate different  viewpoints | | | Listen and respond  Build vocabulary  Give well-structured  descriptions, explanations and  narratives  Maintain attention and participate actively in collaborative conversations  Use Standard English  Participate in discussions,  presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the  interest of listener(s)  Select and use appropriate registers for effective  communication |
| English Writing | Outcome – Recount: letter in role  Use prepositions to express time, place and cause  Group related ideas into paragraphs  Build a varied and rich vocabulary  Introduce inverted commas to punctuate direct speech | Outcome- Fiction: fantasy story  Use a or an according to whether the next word begins with a vowel or consonant  Use conjunctions and adverbs to express, time, place and cause  In narratives, create characters, settings and plot.  Use inverted commas to punctuate direct speech. | Outcome - Fiction: historical narrative  Form nouns with a range of prefixes  Use present and past tenses correctly and consistently including the progressive and present perfect forms  Build a varied and rich vocabulary  Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) | Outcome - Persuasion:  information text  Build an increasing range of sentence structures  Use adverbs to express time, place and cause  Use headings and sub-headings to aid presentation  Assess the effectiveness of own and others’ writing. | Outcome - Fiction: adventure story  Use a or an according to whether the next word begins with a vowel or consonant  Use prepositions, conjunctions and adverbs to express time, place and cause  Group related ideas into paragraphs  Use the present perfect form of verbs in contrast to the past tense | | | Outcome - Persuasion: tourism  leaflet  Build an increasing range of sentence structures  Use present and past tenses correctly and consistently including the progressive form and the present perfect form  In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation. |
| Pathways to Poetry Text | **The Shell by John Foster** | **Dance with Me, Autumn by**  **The Literacy Company** | **The River’s Tale by Rudyard**  **Kipling (extract)** | **The Magnificent Bull from the**  **Dinka tribe** | **Saw a Peacock by**  **Anonymous** | | | **Apes to Zebras** |
| Linked Texts | Squishy Words by Alistair Reid  Sea Shell by Amy Lowell | The Garden year by S Coleridge,  Autumn’s Begun by A J Roma  Frost by V Bloom | The Fossil by Ogden Nash | Leap Like a leopard by John Foster  As, as, as by Robert Hull | Weeping Willow in My Garden by Ian  Serrailier  Horse of the Sea by Snorri Sturlason in  The Barefoot Book of Earth Poems by  Judith Nicholls | | | Various animal poems from the above  text  The Shape I’m In by James Carter |
| Poetry Reading | Show understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader’s interest and imagination  Explain meaning of words in context  Identify how language,  structure, and presentation  contribute to meaning | Prepare poems and play scripts to read aloud and to perform  Show understanding through intonation, tone, volume and  Action  Discuss words and phrases  that capture the reader’s interest and imagination  Explain meaning of words in context | Use dictionaries to check the meaning of words  Discuss words and phrases that capture the reader’s interest and imagination  Recognise different forms of poetry  Explain meaning of words in context  Ask questions to improve  understanding of a text | Identify themes and  Conventions  Prepare poems and play  scripts to read aloud and to perform  Show understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences such as  inferring characters’ feelings, thoughts and motives from their actions  Identify how language,  structure, and presentation  contribute to meaning | Listen to and discuss a wide range of texts  Use dictionaries to check the meaning of words  Discuss words and phrases that capture the reader’s interest and imagination  Recognise different forms of poetry  Identify how language,  structure, and presentation  contribute to meaning | | | Listen to and discuss a wide range of texts  Identify themes and  Conventions  Prepare poems and play scripts to read aloud and to  Perform  Discuss words and phrases that capture the reader’s  interest and imagination  Identify how language,  structure, and presentation  contribute to meaning  Retrieve and record  information from non-fiction  Participate in discussion about  books |
| Poetry Spoken Language | Listen and respond  Build vocabulary  Give well-structured  descriptions, explanations and narratives  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Speak audibly and fluently  Participate in discussions and role play | Build vocabulary  Speak audibly and fluently  Gain, maintain and monitor the interest of the listener(s) | Listen and respond  Ask relevant questions  Build vocabulary  Participate in discussions and role play | Listen and respond  Build vocabulary  Maintain attention and  participate actively in  collaborative conversations  Speak audibly and fluently | Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Participate in discussions | | | Listen and respond  Ask relevant questions  Build vocabulary  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Speak audibly and fluently  Consider and evaluate  different viewpoints |
| Poetry Writing | Plan writing by discussing the structure, vocabulary and grammar of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Proof-read for spelling and punctuation errors | Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Read aloud own writing using  appropriate intonation and  controlling the tone and volume so that the meaning is  clear | Plan writing by discussing the structure, vocab and grammar  of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Proof-read for spelling and punctuation errors | Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Assess the effectiveness of own and others’ writing  Propose changes to grammar  and vocabulary to improve  consistency  Read aloud own writing using appropriate intonation and  controlling the tone and  volume so that the meaning is  clear | Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Proof-read for spelling and punctuation errors | | | Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Assess the effectiveness of  own and others’ writing  Propose changes to grammar  and vocabulary to improve  consistency  Read aloud own writing using  appropriate intonation and controlling the tone and volume so that the meaning is  clear |
| Mathematics | **Unit 1 – Place Value within 1,000**   * 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 * Read and write numbers up to 1000 in numerals and in words * Solve number problems and practical problems involving these ideas   **Unit 2 and 3 – Addition and Subtraction**   * Add and subtract numbers mentally * Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * A three-digit number and ones * A three-digit number and tens * A three-digit number and hundreds   **Unit 4 – Multiplication and Division**   * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects | | **Unit 5. Multiplication and division (2)**   * Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign   **Unit 6. Money**   * Add and subtract amounts of money to give change, using both £ and p in practical contexts   **Unit 7. Statistics**   * Interpret and present data using bar charts, pictograms and tables * Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables   **Unit 8. Length**   * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * Measure the perimeter of simple 2-D shapes   **Unit 9. Fractions (1)**   * 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * Compare and order unit fractions, and fractions with the same denominators * Solve problems that involve all of the above | | **Unit 10. Fractions (2)**   * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * Recognise and show, using diagrams, equivalent fractions with small denominators * Add and subtract fractions with the same denominator within one whole (for example, 5/7 + 1/7 = 6/7) * Compare and order unit fractions, and fractions with the same denominators * Solve problems that involve all of the above   **Unit 11. Time**   * Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight * Know the number of seconds in a minute and the number of days in each month, year and leap year * Compare durations of events [for example to calculate the time taken by particular events or tasks]   **Unit 12. Angles and properties of shapes**   * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them * Recognise angles as a property of shape or a description of a turn * 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   **Unit 13. Mass**   * Compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)   **Unit 14. Capacity**   * Compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | |
| Science | **Rocks**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soils are made from rocks and organic matter | **Animals Including Humans**   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * Identify that humans and some other animals have skeletons and muscles for support, protection and movement | **Forces**   * Compare how things move on different surfaces * Notice that some forces need contact between two objects, but magnetic forces can act at a distance * Observe how magnets attract or repel each other and attract some materials and not others * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Plants**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * Investigate the way in which water is transported within plants * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Light**   * Recognise that they need light in order to see things and that dark is the absence of light * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that shadows are formed when the light from a light source is blocked by an solid object * Find patterns in the way that the size of shadows change | | | |
| Computing | **Connecting Computers**  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Stop-frame Animation**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Sequencing Sounds**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Branching Databases**  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Desktop Publishing**  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | **Events and Actions in Programs**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | |
| RE | **How Do Hindus View God?**  Knowledge:   * Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. * Describe some aspects of the different characteristics of Hindu gods and goddesses and the key belief of one God represented through many different images and forms.   Skills:   * Give thoughtful responses using different forms of expression. * Consider an aspect of a religion and show differences and similarities to other religions or worldviews | **RE work with partnership school and looking at Lotus Temple in Delhi**.  Knowledge:   * Discuss why worshippers choose to attend a particular place of worship and what it means to belong. * Describe religions and world views, connecting my ideas and prior learning.   Skills   * I can reflect on my own values and explore what I can learn from the values of believers. | **How do Christians use the Bible to help them with their lives?**  Knowledge:   * Make connections between different stories / sayings and what they teach followers of different religions / worldviews. * Explore belief in action and make connections with my own life and communities. * Understand the commitment and dedication needed for different faith followers. * Reflect on my own values and explore what I can learn from the values of believers.   Skills:   * Give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book. * Explain how Christians use the Bible for guidance and how it is in many languages around the world. | **What do I think about Jesus and how is he portrayed in art from around the world?**  Knowledge:   * Explore belief in action and make connections with my own life and communities. * Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. * Find out about questions of right and wrong and begin to express ideas and opinions   Skills:   * Use Biblical references to support discussions about Jesus and how people viewed him. * Explain some symbols associated with Jesus. | **What is my point of view about God and why do people have faith?**  Knowledge   * To understand some of the ways in which Christians traditionally describe God. * To understand and develop their own ideas about God.   Skills   * Retell religious stories and identify some of religious beliefs and teachings. * Identify things they find interesting or puzzling in material studied. | | | **How do Muslims worship?**  Knowledge   * Understand different ways of life and ways to express meaning * Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour * Begin to identify the impact of religious teachings, including the effect sacred texts have on believers’ lives. Identify religious symbols and symbolic actions |
| History | **Britain in the Stone, Bronze and Iron Age**  Knowledge:   * To sequence events on a timeline. * To understand cause and effect of main events. * To understand how the introduction of farming changes Stone Age life.   Skills:   * Use evidence to ask questions and find answers about the past. * Use more than one source of evidence in order to gain a more accurate understanding. * Understand the concept of change over time. | |  | | **Ancient Egypt**  **Knowledge:**   * To understand the concept of ‘Ancient’ by placing the Ancient Egyptians on a timeline. * To understand what artefacts tell us about the past. * To find out about the beliefs of the Ancient Egyptians by looking at evidence.   Skills:   * Use evidence to ask questions and find answers about the past. * Use more than one source of evidence in order to gain a more accurate understanding. | | | |
| Geography |  | | **A Journey through Europe**  Knowledge:   * To locate Europe on a map of the world. * To identify countries, capital cities and landmarks of Europe. * To recognize the physical features of European countries.   Skills:   * Use maps, atlases, globes and digital mapping to locate countries and describe features. * Describe geographical similarities and differences between countries. | **Extreme Survival**  Knowledge:   * To describe and understand key aspects of physical geography including climate zones. * To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones.   Skills:   * Use maps, atlases, globes and digital mapping to locate countries and describe features. * Investigate extreme places and environments and consider how communities adapt to these environments. |  | | | |
| Art & Design | **Meet the Flintstones**   * Reproduce cave paintings. * Experiment with making own paint and using a variety of tools. | | **A Journey Through Europe**   * Sculpture construction: ModRoc/ papier mache. * Research/ re-create famous art and architecture. Look at Vincent Van Gogh, Leonardo Da Vinci & Antoni Gaudí. | | **Tomb Raiders**   * Practise drawing skills to draw accurate faces – link to Ancient Egyptian death masks. | | | |
| DT | **Mechanical systems – wheels/axles - Meet the Flintstones**   * Design and make a vehicle that can be used to transport rocks and stone. | | **Construction - A Journey Through Europe**   * Design a shelter to keep you safe and warm in the environment. | | **Cooking and nutrition - Tomb Raiders**   * Grain – baking bread – sweetened with dates/ honey | | | |
| PE | **Gymnastics**   * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)   **Netball**   * Throw and catch displaying with accuracy, in isolation and varied environments * Use fundamentals of movement to employ simple tactics in competitive environments | **Gymnastics**   * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)   **Games**   * Throw and catch displaying with accuracy, in isolation and varied environments * Display an understanding of fair play, respect and working well with others | **Gymnastics**   * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)   **Dance**   * Plan, perform and repeat sequences of movements in a group * Move in a fluent and expressive manner | **Gymnastics**   * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)   **Dance**   * Plan, perform and repeat sequences of movements in a group * Move in a fluent and expressive manner | **Swimming**   * Show competence in one stroke when swimming   **Rounders**   * Use fundamentals of movement to employ simple tactics in competitive environments * Display an understanding of fair play, respect and working well with others | **Swimming**   * Show competence in one stroke when swimming   **Athletics**   * Demonstrate a clear understanding of how the body changes/functions during exercise * Competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) | | |
| Music | **Let Your Spirit Fly**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). | **Glockenspiel – Stage 1**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). | **Three Little Birds**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). | **The Dragon Song**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). | **Bringing Us Together**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). | | | **Reflect, Rewind and Replay**   * To know the style of the five songs. * Know how pulse, rhythm and pitch work together to create a song. * To sing in unison and in simple two-parts. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * Different ways of recording compositions (letter names, symbols, audio etc). |
| RSE | **Equalities Week**  *Gender stereotypes*   * Families and people who care for me (R) | **Keeping & Staying Healthy**  *Medicine*   * Drugs, alcohol and tobacco (H) | **Relationships**  *Touch*   * Being safe (R) | **Being Responsible** *Stealing*   * Respectful Relationships (R) | **Feelings & Emotions**  *Grief*   * Mental wellbeing (H) | | | **Computer Safety**  *Making friends online*   * Internet safety and harms (H) |
| Languages | Autumn   * **Numbers 0-6**   zéro, un, deux, trois, quatre, cinq, six   * **Greetings**   Bonjour! Bonjour + name  Bonjour, monsieur / madame / mademoiselle  Comment t’appelles-tu?  Joyeux Noël !   * **Classroom phrases e.g.**   asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez   * **Adjectives e.g.**   bleu, gris, jaune, rouge, vert   * **Vocabulary for spelling skills**   Comment ça s’écrit?  some alphabet letters   * **Vocabulary for sentence building**   Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin | | Spring   * **Numbers 7-10**   sept, huit, neuf, dix   * **Phrase of celebration**   Bonne Année !   * **Vocabulary for spelling skills**   consonne, voyelle  more alphabet letters   * **Verbs e.g.**   Courez, marchez, marchez sur la pointe des pieds, sautez   * **Adverbs e.g.**   Lentement, vite   * **Asking politely**   s’il te plaît, merci, voilà   * **Masculine and feminine nouns e.g.**   Qu’est-ce que c’est?  un pinceau, un feutre, un crayon, un stylo, une gomme, une règle   * **Punctuation e.g.**   Virgule, point | | Summer   * **Numbers 11-31**   onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un   * **Vocabulary from a song**   un tee-shirt, un pantalon, un pull, un chapeau, je mets   * **Responding to questions**   oui, non   * **Days of the week**   lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  aujourd’hui, c’est …  hier, c’était …  demain, ce sera…   * **Taking the register**   présent, présente   * **Punctuation e.g.**   ouvrez les guillemets  fermez les guillemets | | | |