

## Year 3 Curriculum Overview

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 8 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 5 weeks</b>	<b>Summer 2 7 weeks</b>
Theme	Tribal Tales	Scrumdiddly-umptious	Tremors	Urban Pioneers	Predators	Flow
Values Y1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values Y2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Literacy	Narrative writing Non-chronological reports  <b>Croods DVD</b>	Instructions /recipe Adverts Fact files Recount Nonsense poetry  <b>Charlie &amp; the Chocolate Factory</b>	Historical Narrative (personification) Newspaper report Recounts Poetry <b>Escape from Pompeii</b> <b>The secret of Vesuvius</b>	Play script Leaflets Signs and slogans Persuasive writing Free verse poetry Autobiographies  <b>Varjak's Paw</b>	Dilemma stories Fact files Recounts Speeches Poster	Debate Letters Newspaper report Journals Instructions Shape poetry
Maths	Place value Money Length, Perimeter	Addition subtraction weeks Length Perimeter Geometry - shape	Addition Subtraction Multiplication Division Statistics	Multiplication Division Time	Fractions Time Measurement Mass Capacity	Fraction Measurement: mass capacity Consolidation and gaps
Science	Plants <ul style="list-style-type: none"> <li>Life cycle of a plant</li> <li>Science enquiry?</li> <li>Growing plant</li> <li>Dissecting plant</li> <li>Seeds</li> <li>Grind seeds</li> </ul> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and</li> </ul>	Nutrition <ul style="list-style-type: none"> <li>Explore food - classify</li> <li>Investigate how food can be altered - bouncy eggs, edible slime etc</li> <li>Sort food into categories</li> <li>Food pyramid</li> <li>Plan a nutritional packed lunch</li> </ul> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of</li> </ul>	Rocks & Soils <ul style="list-style-type: none"> <li>Investigate rocks igneous, sedimentary and metamorphic</li> <li>Properties of rocks - fair test Earth's layers</li> <li>How are different rocks are used in the local environment - photographic montage</li> <li>Erosion and weathering</li> <li>Man-made /Natural</li> </ul>	Light <ul style="list-style-type: none"> <li>Purpose of lighting</li> <li>What is dark?</li> <li>Light - shadows and transparent and translucent</li> </ul> <ul style="list-style-type: none"> <li>What happens in town centres in the evening?</li> <li>Switching on and off of street lights</li> <li>Source of light</li> <li>Shadows</li> <li>Light from the sun can be damaging</li> </ul>	Forces and Magnets <ul style="list-style-type: none"> <li>What affects a force?</li> <li>Materials that are magnetic</li> <li>Poles and what they are</li> <li>Understanding attraction and repelling</li> </ul> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>compare and group together a variety of everyday materials on</li> </ul>	Skeleton <ul style="list-style-type: none"> <li>Fossils Carnivorous and predatory plants</li> <li>Parasitic plants</li> <li>Human Skeleton</li> <li>Human organs</li> <li>Endoskeletons/Exoskeleton</li> <li>Owl pellet dissection</li> <li>Human parasites</li> <li>Parasitic animals</li> </ul> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>

	<p>growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<ul style="list-style-type: none"> <li>Location of famous volcanoes</li> <li>Tsunami formation and process</li> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>Shadow investigation</li> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p>the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
Computing	<p>SMART Touch typing</p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> </ul>	<p>Spreadsheets Graphing</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>2 email</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Coding</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection and repetition in programs; work with variables and</li> </ul>	<p>Databases Simulations</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Office software PowerPoint</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

		presenting data and information.		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.		
Art	<p>Cave painting Story without words Iron Age - Beaker People Beaker Iron Age Torc - design and make</p> <ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> </ul>	<p>Observe and draw different fruit and veg Use magnifying glasses for detail Sculpt real or imaginary fruit using mod-roc and evaluate</p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Annotate work in sketchbook.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<p>Observation of rocks and crystals Arrange rocks and crystals into interesting sculptural forms - photograph Bodies of Pompeii installation</p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Annotate work in sketchbook.</li> <li>• Make a simple papier-mâché object.</li> </ul>	<p>Take interesting pictures close shots of the urban landscape Examples of urban art - graffiti Create light graffiti Statues and monuments - sketch local monument Graffiti on Berlin Wall Make Graffiti Investigate artists (pop art)</p> <ul style="list-style-type: none"> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Look at the work of Lichtenstein, Warhol, and Banksy.</li> </ul>	<p>Make a 3D model of a bird of prey Collage of habitat and predator</p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Plan, design and make models.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering.</li> </ul>	<p>Investigate tints and tones in blue and green Create a water picture Printing using polystyrene blocks – water and waves</p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>• Look at the work of Monet</li> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• To explore pattern and shape, creating designs for printing.</li> </ul>

<p>Music</p>	<p>Learn the descant/soprano recorder – the history of the recorder; introduce B, A and G, keep in time and recognise these notes on a musical scale.</p> <ul style="list-style-type: none"> <li>• Learn a simple accompaniment on descant recorder.</li> <li>• Read music from a stave. Recognise and write a treble clef plus a B, A and G. Introduce duration of quaver, crotchet, minim, dotted minim &amp; semibreve in context of playing recorder music. Say &amp; clap rhythms.</li> <li>• History of the recorder through the ages</li> </ul>	<p>Make an orchestra from vegetables. Year 3 and 4 Xmas production songs. Introductory 'Sing On' session by BB Music Hub. Attempt 'Jingle Bells' on descant recorder – see you tube VMM Recorder Song 12: Jingle Bells</p> <ul style="list-style-type: none"> <li>• Learn songs for a performance</li> <li>• Learn a simple accompaniment on descant recorder.</li> </ul>	<p>Dragon Scales - playing, improvising and composing with a pentatonic scale on tuned percussion</p> <ul style="list-style-type: none"> <li>• Playing, improvising and composing with a pentatonic scale on tuned percussion</li> <li>• Introduce more formal vocabulary for describing different aspects of music - pitch, duration, dynamics, tempo, timbre, texture, structure.</li> <li>• Use a pentatonic scale.</li> </ul>	<p>Performance, part-singing and vocal work - with BB Music Hub 'Sing On'</p> <ul style="list-style-type: none"> <li>• Learn a range of songs for a performance</li> <li>• Encourage children to try solos.</li> <li>• Add expression and nuance</li> </ul>	<p>'Sing On' concert performance preparation. Continue with descant recorder – consolidate notes already learnt and try out new music. Play with an accompaniment (e.g. cd from Red Hot Recorder or Recorder Magic)</p> <ul style="list-style-type: none"> <li>• Learn a range of songs for a performance</li> <li>• Experience accompaniment of live band.</li> <li>• Encourage children to try solos.</li> <li>• Add expression and nuance</li> </ul>	<p>Connect It - Listen and reflect on a piece of orchestral music by Anna Meredith (21<sup>st</sup> Century); invent their own musical motifs to go with their topic and structure them into a piece; perform as an ensemble</p> <ul style="list-style-type: none"> <li>• Learn body percussion music and actions</li> <li>• Invent their own musical motifs to go with their topic and structure them into a piece</li> <li>• listen and reflect on a piece of 21<sup>st</sup> Century orchestral music</li> <li>• Focus on a composer and their techniques.</li> <li>• Use chronology of composers</li> </ul>
<p>History</p>	<p>Timelines - stone age/ bronze age/Iron Age Chronology world history to present day Differences between ages in the Stone Age Job of the archaeologist Understand Stone Age culture(Skara Brae) Life in the Bronze age</p>	<p>Research James Lint and Bourneville History of Chocolate</p> <ul style="list-style-type: none"> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<p>Research the ashen bodies of Pompeii Children in Roman times Jobs in Roman times</p> <ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Distinguish between different</li> </ul>	<p>History of Great Barford Major events History of a prominent city centre How will Great Barford Change - look at housing development What pioneering change would the children like to see in Great Barford?</p>		<p>Why was Bedford built by the river? How did it grow? Industry associated with the area.</p> <ul style="list-style-type: none"> <li>• Look at representations of the period – museum, cartoons etc</li> <li>• Use a range of sources to find out about a period</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>

	<p>Rival settlements Lindow Man Celtic Gods and Goddesses</p> <ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time Sequence several events or artefacts</li> <li>Identify and give reasons for different ways in which the past is represented Use a range of sources to find out about a period</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> <li>Observe small details – artefacts, pictures</li> </ul>		<p>sources – compare different versions of the same story</p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Look at representations of the period – museum, cartoons etc</li> <li>Use a range of sources to find out about a period</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> <li>Observe small details – artefacts, pictures</li> </ul>		<ul style="list-style-type: none"> <li>Observe small details – artefacts, pictures</li> </ul>
Geography	<p>Maps aerial images Exploratory ‘dig’ Key aspects of physical geography Transition from Hunter-Gatherer to farmer Aerial views of Hill Fort - make diagrams and plans</p> <ul style="list-style-type: none"> <li>Begin to ask geographical questions.</li> </ul>	<p>Research journey taken by the banana Fair trade Match pictures of unusual foods to their country of origin</p> <ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe.</li> <li>Begin to match boundaries (E.g. find same</li> </ul>	<p>Volcanoes - ring of fire Label volcanos Geographical feature – lines of latitude longitude / equator and other lines What causes a volcano to erupt? Earthquake damage - images, what happens,</p>	<p>Mapping of light patterns across the world and uk Identify major cities Urban characteristics Berlin, London, Compare City with Great Barford Make a map or plan of a communal area for</p>	<p>Peregrine falcons: Habitat Where it can be found Bird’s eye view of familiar landscape. Key to identify human physical features. Where are crocodiles and alligators found in the wild? Why is this a good habitat?</p>	<p>Use Ordnance Survey to locate river - follow its course Tributary Grid references River profile Water cycle Model of river formation Formation of river physical features Difference between aquatic and non-aquatic plants - label Rivers in the UK and major world rivers</p>

	<ul style="list-style-type: none"> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Try to make a map of a short route experienced, with features in correct order;</li> <li>• Try to make a simple scale drawing.</li> <li>• Know why a key is needed.</li> <li>• Use standard symbols</li> <li>• Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> <li>• Begin to draw a sketch map from a high viewpoint</li> <li>• Begin to identify points on maps A,B and C</li> </ul>	boundary of a country on different scale maps.)	<p>effect on people and environment Natural disaster poster</p> <ul style="list-style-type: none"> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. co-ordinates to locate features on a map.</li> <li>• Identify position and significance of latitude, longitude, Equator</li> <li>• Begin to use junior atlases.</li> </ul>	<p>a fantasy city centre</p> <ul style="list-style-type: none"> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations</li> <li>• Use large scale OS maps.</li> <li>• Begin to use map sites on internet.</li> <li>• Begin to identify features on aerial/oblique photographs.</li> <li>• Understand, describe and use key human features: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, describe and use key human features: types of settlement and land use</li> <li>• Investigate places and themes at more than one scale</li> </ul>	<p>Investigate on major river around the world Leisure activities associated with rivers. Positives and negatives Pollution</p> <ul style="list-style-type: none"> <li>• Begin to collect and record evidence</li> <li>• Understand, describe and use key physical features: rivers, volcanoes and earthquakes</li> <li>• Begin to ask geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> </ul>
PE	<p>Tag rugby Dance – Machines</p> <ul style="list-style-type: none"> <li>• Beginning to improvise independently to create a simple dance.</li> <li>• Beginning to improvise with a partner to create a simple dance.</li> <li>• Translates ideas from stimuli into</li> </ul>	<p>Basketball Gymnastics – Hand apparatus</p> <ul style="list-style-type: none"> <li>• Applies compositional ideas independently and with others to create a sequence.</li> <li>• Copies, explores and remembers a variety of movements and</li> </ul>	<p>Uni-hockey Gymnastics – Pattern &amp; Pathways</p> <ul style="list-style-type: none"> <li>• Applies compositional ideas independently and with others to create a sequence.</li> <li>• Copies, explores and remembers a</li> </ul>	<p>Tennis Dance – Solar System</p> <ul style="list-style-type: none"> <li>• Beginning to improvise independently to create a simple dance.</li> <li>• Beginning to improvise with a partner to create a simple dance.</li> </ul>	<p>Kwik cricket Challenge</p> <ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Beginning to communicate with</li> </ul>	<p>Athletics Tri-Golf</p> <ul style="list-style-type: none"> <li>• Beginning to run at speeds appropriate for the distance.</li> <li>• e.g. <i>sprinting and cross country</i></li> <li>• Can perform a running jump with some accuracy</li> <li>• Performs a variety of throws using a selection of equipment.</li> </ul>

	<p>movement with support.</p> <ul style="list-style-type: none"> <li>• Beginning to compare and adapt movements and motifs to create a larger sequence.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> <li>• Understands tactics and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Beginning to communicate with others during game situations.</li> <li>• Works well in a group to develop various games.</li> <li>• Beginning to understand how</li> </ul>	<p>uses these to create their own sequence.</p> <ul style="list-style-type: none"> <li>• Describes their own work using simple gym vocabulary.</li> <li>• Beginning to notice similarities and differences between sequences.</li> <li>• Uses turns whilst travelling in a variety of ways.</li> <li>• Beginning to show flexibility in movements</li> <li>• Beginning to develop good technique when travelling, balancing, using equipment etc</li> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> <li>• Understands tactics and composition by starting to vary how they respond.</li> </ul>	<p>variety of movements and uses these to create their own sequence.</p> <ul style="list-style-type: none"> <li>• Describes their own work using simple gym vocabulary.</li> <li>• Beginning to notice similarities and differences between sequences.</li> <li>• Uses turns whilst travelling in a variety of ways.</li> <li>• Beginning to show flexibility in movements</li> <li>• Beginning to develop good technique when travelling, balancing, using equipment etc</li> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Translates ideas from stimuli into movement with support.</li> <li>• Beginning to compare and adapt movements and motifs to create a larger sequence.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> <li>• Watches and describes performances accurately.</li> <li>• Beginning to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> </ul>	<p>others during game situations.</p> <ul style="list-style-type: none"> <li>• Uses skills with co-ordination and control.</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using equipment.</li> <li>• Works well in a group to develop various games.</li> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> <li>• Beginning to select resources independently to carry out different skills.</li> <li>• Develops listening skills.</li> <li>• Creates simple body shapes.</li> <li>• Listens to instructions from a partner/ adult.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> <li>• Uses skills with co-ordination and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use equipment safely and with good control.</li> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>
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PSHE	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Relationship	Changing me
RE	Why do some people think life is like a journey? Significant events	What are the deeper meanings of festivals	What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'	How do festivals and family life show what matters to Jewish People?	How do festivals and family life show what matters to Muslim People?
French	<p>Greetings, asking for and giving name, classroom instructions, numbers 0-10 Introduce phonics – <i>ou, eu, oi, ch</i> + French 'r' – aural/oral only</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – greetings, asking 'how are you?', counting, following instructions in French</li> </ul>	<p>Asking for and giving age, colours, Christmas – Nativity <i>Ou, eu, oi, ch</i> phonics practice</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – describe colour of an object; follow additional classroom instructions; perform simple Nativity</li> <li>• <b>Phonics</b> – continue with <i>ou, eu, oi, ch</i></li> </ul>	<p>Fruit and other food, Café role play The Hungry Caterpillar <i>Ou, eu, oi, ch</i> phonics practice</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – café role play</li> <li>• <b>Phonics</b> – <i>ou, eu, oi, ch</i> (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</li> </ul>	<p>Days of the week, Easter <i>Ou, eu, oi, ch</i> phonics practice</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – say what day of the week it is; Easter phrases</li> <li>• <b>Phonics</b> – <i>ou, eu, oi, ch</i> (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</li> </ul>	<p>Months of the year, Number 10-20 Phonics (<i>ou, eu, oi, ch</i>) can now be displayed and used visually</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – say what months it is; identify parts of the body &amp; sing 'Heads, Shoulders, Knees &amp; Toes' in French</li> <li>• <b>Phonics</b> – <i>ou, eu, oi, ch</i> Introduce the graphemes for the phonemes and identify</li> </ul>	<p>Parts of the body, Numbers 20 – 31 <i>Va-t'en Grand Monstre Vert!</i> – Ed Emberley book Create awareness of <i>ou, eu, oi, ch</i> phonics in familiar phrases that they already know.</p> <ul style="list-style-type: none"> <li>• <b>Practical communication</b> – say the date and the date of your birthday; talk about zoo animals</li> <li>• <b>Phonics</b> – <i>ou, eu, oi, ch</i> . Identify any graphemes in topic-related vocab</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Phonics</b> – ou, eu, oi, ch (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</li> <li>• <b>Vocabulary</b> – topic-related. Begin to make links with the 4 principal phonics.</li> <li>• <b>Grammar</b> – children hear &amp; use indefinite &amp; definite articles within phrases, songs &amp; role plays.</li> <li>• <b>Intercultural understanding</b> – discuss where French is spoken in addition to France.</li> </ul>	<p>eu, oi, ch (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – colours, instructions, Xmas. Make links with the 4 principal phonics where relevant.</li> <li>• <b>Grammar</b> – when describing nouns with colour, note that the colour comes after the noun &amp; not before it.</li> <li>• <b>Intercultural understanding (I.U.)</b> – learn facts about French Xmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – food vocab, café phrases</li> <li>• <b>Grammar</b> – look at colour coding for m,f and plural nouns food pictures (blue, red, green spots) &amp; relate to indef/definite articles</li> <li>• <b>Intercultural understanding (I.U.)</b> – café culture, climate, meals particularly breakfast, mardi gras, carnival and crepes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – days of the week, Easter vocab (relate to phonics where poss).</li> <li>• <b>Grammar</b> – Note m, f, pl nouns in Easter vocab.</li> <li>• <b>Intercultural understanding (I.U.)</b> – French Easter traditions</li> </ul>	<p>any they see within lessons relating to topic</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – revise numbers to 10 and add 11-20; learn months of the year; introduce vocab for parts of the body</li> <li>• <b>Grammar</b> – use left hand for m, right hand for f and both hands for plural when doing body parts to reinforce the differences.</li> <li>• <b>Intercultural understanding (I.U.)</b> – identify &amp; learn facts about some famous French landmarks &amp; cities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – zoo animals, numbers from 20-31</li> <li>• <b>Grammar</b> – learn m, f, pl for zoo animals; say a sentence – what is the date today? Identify the verb.</li> <li>• <b>Intercultural understanding (I.U.)</b> – learn facts about Bastille Day and the symbolism of the Eiffel Tower</li> </ul>
Design Technology	<p>Explore Stone Age tools Design and make Stone Age tool Make a Stone Age round house</p> <p>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 Explore, develop and communicate design proposals by modelling ideas</p>	<p>Sample different types of bread describe (cross-C maths) Follow simple recipes and make dishes (Bake Sale) Design and make packaging for the sale. Design and make a smoothie Master chef challenge</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble</li> </ul>	<p>Design and create an earthquake proof tower Make a seismograph</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress</li> </ul>		<p>Create a collage - use sewing etc. using a range of materials</p> <p>Select tools and techniques for making their product</p> <ul style="list-style-type: none"> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> </ul>	<p>Investigate hydro power Renewable energy Design own water wheel</p> <ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> </ul>

	<p>Make drawings with labels when designing</p>	<p>components with more accuracy</p> <ul style="list-style-type: none"><li>• Demonstrate hygienic food preparation and storage</li></ul>	<p>and be willing change things if this helps them improve their work</p> <ul style="list-style-type: none"><li>• Measure, tape or pin, cut and join fabric with some accuracy</li></ul>		<ul style="list-style-type: none"><li>• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li></ul>	<ul style="list-style-type: none"><li>• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li></ul>
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