



Year 3 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age to Iron age Britain		Passport to the world: Arctic and Antarctic	Passport to the world: South America	Romans	
English	<u>Writing to entertain</u> Stone Age Boy (descriptive writing) Ug text <u>Writing to Inform</u> How to wash a woolly mammoth (instructions) Non-chronological reports (Stone Age) <u>Writing to entertain (poetry)</u> Stone Age poetry inspired by Ning Nang Nong by Spike Milligan https://files.schudio.com/hawes-side-academy/files/remoteteaching/51020/Y3/Home_Learnin_g_-_Poetry_Slides_2.pdf https://www.tes.com/teaching-resource/poetry-linked-to-stone-age-2-week-unit-11873277 The British (serves 60 million) by Benjamin Zephaniah https://languageandculture1inst18-grace.blogspot.com/2017/06/10-british-by-benjamin-zephaniah.html?m=1 https://classroom.thenational.academy/lessons/to-read-and-analyse-a-poem-68u30c?activity=video&step=1		<u>Writing to entertain</u> The Lost Happy Endings (narratives) <u>Writing to Inform</u> Non-chronological reports - arctic animals <u>Writing to entertain (poetry)</u> Selection of poems by Benjamin Zephaniah (performance poetry) significant poet)	<u>Writing to persuade</u> Great Kapok tree <u>Writing to entertain</u> Diary writing <u>Writing to entertain (poetry)</u> Rainforest poems using prepositions Looking for Jaguar and other rainforest poems by Susan Katz	<u>Writing to entertain</u> Escape from Pompeii Roman poetry <u>Writing to inform</u> Explanation Texts <u>Writing to entertain (poetry)</u> I am a Roman Soldier by anon. https://www.tes.com/resource-detail/download/12229988 Every rock has a story by Kiesha Shepherd The Shadow by Robert Louis Stevenson (various poems by RLS)	

Maths	<u>Number and place value</u> 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. <u>Addition and subtraction</u> Add and subtract numbers mentally, including: · a three-digit number and ones · a three-digit number and tens. · a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	<u>Multiplication and division (A)</u> 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.	<u>Multiplication and division (B)</u> Write and calculate mathematical statements for multiplication and division 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. <u>Length and perimeter</u> Measure, compare, add and subtract: lengths (m/cm/mm) Measure the perimeter of simple 2-D shapes.	<u>Fractions (A)</u> 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. <u>Mass/capacity</u> Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).	<u>Fractions. (B)</u> Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. <u>Money</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events	<u>Time</u> 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. <u>Shape</u> 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,

	Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					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. <u>Statistics</u> 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
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Science	<u>Animals including humans</u> 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 and classify bones in the skeleton. Describe the function of the skeleton in the bodies of humans and some other animals. Explain how muscles help us move. Identify and classify bones in the skeleton. Explain how muscles help us move.	<u>Forces and magnets</u> 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.	<u>Rocks and soils</u> 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.	<u>Light and shadows</u> Notice that light is reflected from surfaces. Recognise that they need light in order to see things and that dark is the absence of light. 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 a solid object. Find patterns in the way that the sizes of shadows change	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I know what plants need for life and growth (air, light, water, nutrients from soil, and room to grow) and how these needs vary from plant to plant. I have investigated the way in which water is transported within plants. Understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>Does hand span affect grip strength?</u>
Computing	<u>Internet Safety</u> Know that concerns about what they see online should be reported to a trusted adult Use a simple password Know which websites are useful and trusted Know which attachments are safe and what to do if they aren't	<u>Probots</u> Solve open-ended problems creating regular polygons using right angles Follow and give forward, backward, left and right turn instructions Identify and carry out an algorithm to avoid objects	<u>Internet Safety refresher lesson</u> <u>Typing Skills - Google docs</u> Change font style, format and size of text Begin to use automatic spell checker Use shift key to type punctuation Insert and format tables and text boxes Align text using L R and C functions Add images found online Reproduce and evaluate	<u>Emailing and Messaging</u> Know and explore different ways of communicating (video calls, instant messaging, surveys, emails) Send and reply to emails using a subject line (Using google classroom as a platform) <u>Websites</u> Log in and out of websites used at school. Use a Search	<u>Internet Safety refresher lesson</u> <u>Data – Pictograms</u> Interpret pictograms Collect data in pictograms Input data onto a google sheets table <u>Data - Sheets</u> Enter data on simple grid Highlight data Create simple bar chart Change chart title and labels Use the terms cell, rows and columns	<u>Scratch (Magic Carpet)</u> Use flowcharting software to create a simple program to control an onscreen icon to: move, rotate, repeat, pen up, pen down. Test and debug simple mistakes Explore outcomes when giving sequences of instructions

			typed document	engine to find information given key words		
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Geography	<u>School and its environment</u> <u>Land use</u>	<u>Arctic and Antarctic – Polar regions</u>	<u>South America - Rainforests</u>	<u>The UK</u>
	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating the local area and comparing to an urban area Name & locate the counties and cities of the UK using maps of different scales including digital/computer maps. Locate Kingswood on maps. Name environmental regions and key physical or human characteristics including key aspects of human geography such as types of settlement and land use, Draw an aerial sketch map from a high viewpoint - aerial Create a simple map using a key and map symbols Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.	Ask and answer more searching geographical questions when investigating different places and environments.e.g. global warming Identify similarities, differences and patterns when comparing places and features eg. weather, rainforests, seasons etc.. Use NF books, stories, atlases, pictures/ photos and internet as sources of information. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe and understand key aspects of a physical geography, including: climate zones, biomes, and the water cycle. Name environmental regions and key physical characteristics such as types of settlement and land use.	Name and locate the world's countries, using maps, google maps, globes Identify their environmental regions, key physical and human characteristics, countries, and major cities. Explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America eg weather Name environmental regions and key physical characteristics such as different types of land use, land use - deforestation. Name key aspects of human geography such as economic activity, and the distribution of some natural resources - deforestation	Use NF books, stories, atlases, pictures/ photos and internet as sources of information Name & locate the counties and cities of the UK using maps of different scales. Begin to use 8 figure compass points and four figure grid references to identify features on a map To explore the similarities and differences of human and physical geography in Kingswood and Bath Begin to match boundaries on different scale maps. Identify topographical features including hills, mountains, coasts and rivers Name key aspects of human geography such as economic activity, language, culture, religion, government, art, music, and the distribution of some natural resources. Use maps (OS maps), atlases, globes and digital/computer mapping to locate countries and describe features Use standard symbols, and understand the importance of a key. Understand how some aspects have changed over time Identify the position and significance of the Prime/Greenwich Meridian and time zones

History	<u>Stone Age to Iron Age</u> <u>How did Britain change from the Stone Age to the Iron Age?</u> Chronology: I can explain that the past can be divided into different periods of time Chronology: I can explore how Stone Age people fed themselves\ changed over time (hunting/gathering to farming). Chronology: I can begin to use dates and historical terminology to help me order time periods. Events, people and changes: I can explain why people's jobs and the tools they used changed during the stone age. Interpretation, enquiry and sources: I can ask using: why, what, where, when, why and how. historically valid questions based on sources. Interpretation, enquiry and sources: I can describe some of the ways the past is represented. Cause and consequence: I can make a connection between the knowledge of how to make bronze and iron and the consequence of this (new tools, building materials, weapons). Similarities and difference: I can describe some of the biggest achievements of Stone Age man (fire, small communities, farming). Similarities and difference: I can explain when and where Stone Age man lived and why this is similar to today (river, coasts). Significance: I can explain the significance of the role of bronze and iron in how Stone Age Man developed (new tools, building materials). Communication: I can use historical vocabulary and some sources to explain what jobs people had.			<u>Roman Britain</u> <u>Was Britain better under Roman rule?</u> Chronology: I can explain that the past can be divided into different periods of time Chronology: I can explore the difference between housing in the Iron Age and during the end of the Roman period (wooden shelters- stone round houses to Roman villas). Chronology: I can begin to use dates and historical terminology to help me order time periods. Events, people and changes: I can describe some aspects of the Roman Empire (roads, settlements, reading and writing) and recognise the change it brought to Britain. Interpretation, enquiry and sources: I can ask historically valid questions based on sources (why, what, where, when, why and how). Interpretation, enquiry and sources: I can describe 6 ways the past is represented. Interpretation, enquiry and sources: I can recognise that our knowledge of the past is constructed from different sources of evidence. Cause and consequence: I can recognise and make connections between how trade happens today and the introduction of a market place in Roman towns. Cause and consequence: I can recognise why the Romans invaded Britain (food, land, resources). Cause and consequence: I can recognise and make a connection between religion in Roman Britain and today. Similarities and difference: I can recognise the difference in living conditions and trade between the Stone Age and the Roman Period (little trade - trade all over the Roman Empire). Significance: I can explain the significance of Boudicca's revolt. (workshop)
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DT	<u>Food - Stone age feast</u> Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate. Know that to be active and healthy, food is needed to provide energy for the body. Know that food is grown, reared and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Measure using grams. Follow a recipe. Develop sensory vocabulary/ knowledge using, smell, taste, texture and feel.	<u>Mechanism3d pop up story board or information page linked to topic.</u> Understand how levers and linkages or pneumatic systems create movement. 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. Make drawings with labels when designing. Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they progress and be willing to change things if this improves their work. Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products. Identify the strengths and weaknesses of their design ideas	<u>Textiles – make a Roman purse.</u> Know that a single fabric shape can be used to make a 3D textiles product. Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) Know how to join textiles with running stitch and understand the need for seam allowance. 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. Make drawings with labels when designing. Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they progress and be willing to change things if this improves their work. Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products. Identify the strengths and weaknesses of their design ideas
Art & design	Cave Art <i>Paint own cave paintings</i> Knowledge of Artists - Cave paintings Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.	Aztec Art <i>Paper plate weaving with wool</i> (Paint plate using Aztec patterns and add weaving over the top) Knowledge of Crafts Makers - Aztec textile patterns Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Roman mosaics <i>Mosaic printing using wooden printing sticks</i> Knowledge of Crafts Makers - Roman mosaic pictures Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.

	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. *Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Painting - Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Evaluating and developing work Develop sketchbooks. Use a variety of ways to record ideas Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Textiles and collage - Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. Painting - Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Evaluating and developing work Develop sketchbooks. Use a variety of ways to record ideas including digital cameras and iPads. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Printing - Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. Evaluating and developing work Develop sketchbooks. Use a variety of ways to record ideas including digital cameras and iPads. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways. 
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RE	<u>What is the bible's big story and why is it like treasure for Christians?</u> The Bible tells the big story of God and his people – place stories & concepts • At the centre of it is Jesus • Why might the Bible be like 'treasure'? • Using creativity to express ideas / beliefs Skills: - Describe what a believer might learn from a religious story/sacred text - Reflect and respond thoughtfully. - Describe and begin to	<u>How can artists help us understand what Christians believe?</u> - How Christians show ideas about God through art • Crosses from around the world • Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation) Skills: - Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning	<u>What are important times for Jews?</u> Importance of 'remembering' in Judaism • Key festivals: Passover, Yom Kippur & Suk, links to stories & practices • Bar/Bat Mitzvah as commitment to keep mitzvot Skills: - Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning - Describe and begin to make links between some of the things that are the same and different for religious people	<u>What do Sikhs Value?</u> Duties of Sikhs to pray, work and give • Equality is important to Sikhs & is expressed in langar & Sikh community • Gurus as teachers & leaders Skills: - Describe some religious beliefs and teachings of religions studied and their importance. - Describe how some features of religions studied are used or exemplified in festivals and practices Make links between values and commitments, including religious ones, and their own attitudes or behaviour	<u>How did Jesus save lives and how is this good news?</u> - Miracles & stories about Jesus through the eyes of Peter • 'Gospel' as 'good news' • Forgiveness & restoration Skills: - Describe what a believer might learn from a religious story/sacred text - Reflect and respond thoughtfully.	<u>Why do people make promises?</u> - How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. • Draw on material across religions & beliefs studied Skills: - Describe some religious beliefs and teachings of religions studied and their importance. - Describe and begin to make links between

	make links between some of the things that are the same and different for religious people. -	-Link things that are important to them and other people with the way they think and behave	- Compare their own understanding of belonging with that of someone else's - Identify similarities and differences.			some of the things that are the same and different for religious people Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning
PSHE	<u>RELATIONSHIPS</u> RESPECT (School Value) I recognise my worth and can identify positive things about myself and my achievements. I can set personal goalsI can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view Kindness (School Value) I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were		<u>Dreams and Goals</u> I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I can be motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and take steps to overcome them I can evaluate my own learning process and identify how it can be better next time <u>Healthy Me</u> I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it			

Music	Sing with attention to clear diction; Sing in unison, understanding and follow the leader or conductor; Recognise and move in time with the beat; Play the steady beat on percussion instruments; Copy simple rhythm patterns created from minims, crotchets, quavers and their rests; Explore ways of representing high, low, short and long sounds, using symbols and any appropriate means of notation.		Invent different actions to move in time with the music; Identify the sound of different tuned and untuned percussion instruments; Play the steady beat on percussion instruments; Show the different sections of a song structure or piece of music through actions; Use music technology, if available, to capture, change and combine sounds.		Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major; Identify stave, treble clef, time signature, lines and spaces on the stave; Identify the names of the pitched notes on a stave: G, A, B; Copy simple rhythm patterns created from minims, crotchets, quavers and their rests;	
PE	<u>Fitness (2 lessons)</u> <u>Gymnastics</u> <u>Hockey</u>	<u>Dance</u> <u>Football</u>	<u>Indoor Athletics</u> <u>Gymnastics</u>	<u>Dance</u> Ball Skills	<u>Athletics</u> <u>Rounders</u>	Golf OAA
Languages	Early Language Unit I am learning French	Early Language Unit Ancient Britain	Early Language Unit Animals	Early Language Unit Little Red Riding Hood	Early Language Unit Fruits Vegetables	Early Language Unit Musical Instruments
	High frequency verbs, first person Say colours and numbers 1-10. Role play on saying how you are and what your name is. Listen to model role-plays and infer meaning. Numbers listening exercise. Match colours to written form. Match written form of numbers to digits.. Create name labels.		Nouns. Articles, determiners High frequency verbs, first person Conjunctions and connectives Regular whole verb conjugation Be able to say "I am..." plus an animal in foreign language Match sound to animal picture / word / phrase.. Match word to animal picture / word / phrase in English. Introduction of gender via the indefinite	Nouns. Articles, determiners Say words / parts of the story or retell the story in the target language. Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures. Read the story and understand meaning. Match picture, word and phrase cards. Definite articles with parts of the body	Nouns. Articles, determiners High frequency verbs, first person Use of the negative form Name 10 fruits and say "I like..." and I don't like..." plus a fruit. Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) Match sound to picture / word / phrase. Understanding slightly longer text. Match	Nouns. Articles, determiners High frequency verbs, first person Be able to say "I play..." plus an instrument in foreign language. Match sound to instrument sound / picture / word / phrase. Match word to instrument picture / word / phrase in English. Definite article / quantitative article. First

			article and first person singular of the verb 'to be'.		key nouns to picture / word / phrase in English. Indefinite article with fruits.Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	person singular of verb 'to play' (an instrument).
	Repeat words modelled by a teacher; listen and show understanding of single words through physical response. Listen and identify rhyming words and particular sounds in songs and rhymes. Recognise question forms and negatives. Communicate with others using simple words and phrases. Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a simple connective. Name nouns and present a rehearsed simple statement. Join in with actions to accompany familiar songs, stories and rhymes. Make links between some phoneme, rhymes and spellings and read aloud familiar words. Notice the spelling of familiar words. Recognise how sounds are represented in written form. Identify specific sounds, phonemes and words. Write and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory with understandable accuracy. Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and conjunctions and be aware of similarities in English.					
Visits/ visitors	Butser Farm				Roman workshop	