

Year 3 - Woodpeckers	
Autumn 1	Tribal tales
Autumn 2	Investigating India
Spring 1	Tremors
Spring 2	Urban Pioneers
Summer 1	Predator
Summer 2	Flow

Year 3						
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Theme	Tribal Tales	Investigating India	Tremors	Urban Pioneers	Predators	Flow
Values Y1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values Y2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Literacy	Narrative writing including suspense Non chronological reports  Croods DVD	Instructions /recipe Adverts Fact files Recount Nonsense poetry  <i>Stories from another culture: The Tiger Child by Joanna Troughton Rama and the Demon King: A Tale of Ancient India by Jessica Souhami Rama and Sita Old Man &amp; the bowl Idra and the peacock Genesh, Shiva and Privati</i>	Historical Narrative (personification) Newspaper report Recounts Poetry Escape from Pompeii The secret of Vesuvius	Play script Leaflets Signs and slogans Persuasive writing Free verse poetry Autobiographies  Varjak's Paw	Dilemma stories Fact files Recounts Speeches Poster	Debate Letters Newspaper report Journals Instructions Shape poetry
Maths	Place value - 5weeks 1 week consolidation	Add subtraction - 8weeks	Addition subtraction 1 week	multipl/division - 6 weeks	Fractions - 5 weeks Time - 1 week (2 days)	Fraction - 5 weeks

	Money - 3 weeks (2days) Length perimeter 3 weeks (2days)	Length and perimeter - 4 weeks (2days) Geometry - shape 5 weeks (2days)	Multip/division 4 weeks Statistics - 5 weeks (2days)	consolidation 1 week Time - 7 weeks (2days)	Measurement: mass capacity - 4 weeks (2 days)	Measurement: mass capacity - 4 weeks (2 days) Consolidation and gaps
<b>Science</b>	<p><b>Plants</b></p> <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>• <b>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</b></li> <li>• <b>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</b></li> <li>• <b>investigate the way in which water is transported within plants</b></li> <li>• <b>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</b></li> </ul>	<p><b>Nutrition</b></p> <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>• <b>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</b></li> </ul>	<p><b>Rocks &amp; Soils</b></p> <ul style="list-style-type: none"> <li>• Investigate rocks igneous, sedimentary and metamorphic</li> <li>• Properties of rocks - fair test</li> <li>• 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> <li>• Location of famous volcanoes</li> <li>• Tsunami formation and process</li> </ul> <ul style="list-style-type: none"> <li>• <b>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b></li> <li>• <b>describe in simple terms how fossils are formed when things that have lived are trapped within rock</b></li> <li>• <b>recognise that soils are made from</b></li> </ul>	<p><b>Light</b></p> <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> <li>• Shadow investigation</li> </ul> <ul style="list-style-type: none"> <li>• <b>recognise that they need light in order to see things and that dark is the absence of light</b></li> <li>• <b>notice that light is reflected from surfaces</b></li> <li>• <b>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</b></li> <li>• <b>recognise that shadows are formed when the light from a light source is blocked by an opaque object</b></li> </ul>	<p><b>Forces and Magnets</b></p> <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>• <b>compare how things move on different surfaces</b></li> <li>• <b>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</b></li> <li>• <b>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</b></li> <li>• <b>describe magnets as having 2 poles</b></li> <li>• <b>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</b></li> </ul>	<p><b>Skeleton</b></p> <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>• <b>identify that humans and some other animals have skeletons and muscles for support, protection and movement</b></li> </ul>

			rocks and organic matter	• find patterns in the way that the size of shadows change		
Computing	<p><b>SMART</b> 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><b>Spreadsheets</b> <b>Graphing</b></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>	<p><b>2 email</b></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><b>Coding</b></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 various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Databases</b> <b>Simulations</b></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><b>Office software</b> <b>PowerPoint</b></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>
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</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> </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</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>	<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</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> </ul>

	<p>modelling other shapes.</p>	<ul style="list-style-type: none"> <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>drawings as necessary.</p> <ul style="list-style-type: none"> <li>Annotate work in sketchbook.</li> <li>Make a simple papier-mâché object.</li> </ul>	<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>own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> <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, dyeing, 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 etc</li> </ul>	<ul style="list-style-type: none"> <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><b>Music</b></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</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> </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>context of playing recorder music. Say &amp; clap rhythms.</p> <ul style="list-style-type: none"> <li>• History of the recorder through the ages</li> </ul>		<ul style="list-style-type: none"> <li>• Use a pentatonic scale.</li> </ul>			
History	<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 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> </ul>	<p>Family and festivals British Empire in India Mahatma Gandhi</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 sources – compare different versions of the same story</li> <li>• Use a range of sources to find out about a period</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> <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</li> </ul>		<p>Why was Bedford built by the river? How did it grow? Industry?</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> <li>• Observe small details – artefacts, pictures</li> </ul>

	<ul style="list-style-type: none"> <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>relevant to the study</p> <ul style="list-style-type: none"> <li>• Begin to use the library and internet for research</li> <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> <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> </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 boundary of a country on different scale maps.)</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, 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>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 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</li> </ul>	<p>Peregrine falcon - habit 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> <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>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 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>

	<ul style="list-style-type: none"> <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>			features: types of settlement and land use		
PE	<p>Fundamentals of PE: Development of ball skills.</p> <ul style="list-style-type: none"> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To explore and develop a variety of throwing techniques.</li> <li>To develop catching skills using one and two hands.</li> <li>To develop dribbling a ball with hands.</li> <li>To use tracking, sending and dribbling skills with feet.</li> <li>To develop balancing and understand the importance of this skill.</li> </ul>	<p>Sending and receiving skills through netball.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> <li>To develop passing and moving towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To be able to defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To develop playing using netball rules.</li> <li>To be able to create interesting point and patch balances.</li> </ul>	<p>Dance</p> <p>Invasion games leading to Hockey</p> <ul style="list-style-type: none"> <li>To create actions in response to a stimulus and move in unison with a partner.</li> <li>To create actions to move in contact with a partner or interact with a partner.</li> <li>To understand how dynamics affect the actions performed.</li> <li>To be able to select and use actions to represent an idea.</li> <li>To work with a partner to choose actions that relate to an idea.</li> <li>To remember and repeat actions, using dynamics to clearly show different phrases.</li> <li>To choose actions which relate to the idea, using space and timing to make</li> </ul>	<p>Athletics skills</p> <p>Yoga</p> <ul style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> <li>To explore connecting breath and movement.</li> <li>To explore new yoga poses and begin to connect them.</li> </ul>	<p>Development target skills through golf.</p> <p>Invasion games leading to football.</p> <ul style="list-style-type: none"> <li>To explore hitting technique and aiming towards a target.</li> <li>To explore shot accuracy.</li> <li>To explore the technique for putting.</li> <li>To explore the technique for chipping.</li> <li>To explore the techniques used for a short game.</li> <li>To explore the technique for a long game.</li> <li>To develop controlling the ball and dribbling under pressure.</li> <li>To develop passing to a teammate.</li> <li>To be able to control the ball with different parts of the body.</li> <li>To develop changing direction with the ball using an inside and outside hook.</li> </ul>	<p>Outdoor Athletics</p> <p>Striking and fielding games leading to Cricket.</p> <ul style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> <li>To develop overarm throwing and catching.</li> <li>To develop underarm bowling.</li> <li>To learn how to grip the bat and develop batting technique.</li> <li>To be able to field a ball using a two handed pick up and a short barrier.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</li> <li>To demonstrate a change of speed and direction to outwit others.</li> <li>To develop technique and control when jumping, hopping and landing.</li> <li>To develop skipping in a rope.</li> <li>To apply fundamental skills to a variety of challenges.</li> </ul>	<p>-To develop stepping into shape jumps with control.</p> <p>-To develop the straight, barrel, and forward roll.</p> <p>-To be able to transition smoothly into and out of balances.</p> <p>-To create a sequence with matching and contrasting actions and shapes.</p> <p>-To create a partner sequence incorporating equipment.</p>	<p>my work look interesting.</p> <p>-To understand and use formations, choosing poses which relate to the stimulus.</p> <p>-To use transitions and changes of timing to move into and out of shapes.</p> <p>-To develop sending the ball with a push pass.</p> <p>-To develop receiving the ball.</p> <p>-To develop dribbling using the reverse stick (Indian dribble).</p> <p>-To develop moving into space after passing the ball.</p> <p>-To be able to use an open stick tackle.</p> <p>-To apply defending and attacking principles and skills in a hockey tournament.</p>	<p>-To explore gratitude when remembering and repeating a yoga flow.</p> <p>-To develop flexibility and strength in a positive summer flow.</p> <p>-To develop flexibility in an individual yoga flow.</p> <p>-To develop confidence and strength in arm balances.</p>	<p>-To be able to jockey / track an opponent.</p> <p>-To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>To develop overarm bowling technique.</p> <p>To play apply skills learnt to mini cricket.</p>
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	Greetings, asking for and giving name, classroom instructions, numbers 0-10 Introduce phonics – <i>ou, eu, oi, ch</i> + French 'r' – aural/oral only	Asking for and giving age, colours, Christmas – Nativity <i>Ou, eu, oi, ch</i> phonics practice <ul style="list-style-type: none"> <li><b>Practical communication</b> – describe colour of</li> </ul>	Fruit and other food, Café role play The Hungry Caterpillar <i>Ou, eu, oi, ch</i> phonics practice	Days of the week, Easter <i>Ou, eu, oi, ch</i> phonics practice <ul style="list-style-type: none"> <li><b>Practical communication</b> – say what day of</li> </ul>	Months of the year, Number 10-20 Phonics ( <i>ou, eu, oi, ch</i> ) can now be displayed and used visually <ul style="list-style-type: none"> <li><b>Practical communication</b> – say what months it is; identify parts of the body &amp;</li> </ul>	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.



	<ul style="list-style-type: none"> <li>• <b>Practical communication</b> – greetings, asking ‘how are you?’, counting, following instructions in French</li> <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>an object; follow additional classroom instructions; perform simple Nativity</p> <ul style="list-style-type: none"> <li>• <b>Phonics</b> – continue with ou, eu, oi, ch (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</li> <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>Practical communication</b> – café role play</li> <li>• <b>Phonics</b> – ou, eu, oi, ch (oral/aural in Term 1 &amp; 2, visual prompt Term 3)</li> <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>	<p>the week it is; Easter phrases</p> <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> – 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>sing ‘Heads, Shoulders, Knees &amp; Toes’ in French</p> <ul style="list-style-type: none"> <li>• <b>Phonics</b> – ou, eu, oi, ch Introduce the graphemes for the phonemes and identify any they see within lessons relating to topic</li> <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>Practical communication</b> – say the date and the date of your birthday; talk about zoo animals</li> <li>• <b>Phonics</b> – ou, eu, oi, ch . Identify any graphemes in topic-related vocab</li> <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>
<b>Design Technology</b>	<p>Explore Stone Age tools Design and make Stone Age tool Make a Stone Age round house</p> <p><b>Generate ideas for an item considering its purpose and the user/s</b> <b>Identify a purpose and establish criteria</b></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</p>	<p>Design and create an earthquake proof tower Make a seismograph</p> <ul style="list-style-type: none"> <li>• <b>Select tools and techniques for making their product</b></li> <li>• <b>Measure, mark out, cut, score and assemble</b></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>• <b>Measure, mark out, cut, score and assemble components with more accuracy</b></li> <li>• <b>Work safely and accurately with a range of simple tools</b></li> </ul>	<p>Investigate hydro power Renewable energy Design own water wheel</p> <ul style="list-style-type: none"> <li>• <b>Select tools and techniques for making their product</b></li> <li>• <b>Measure, mark out, cut, score and assemble components with more accuracy</b></li> <li>• <b>Work safely and accurately with a range of simple tools</b></li> </ul>

	<p>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</p>	<p>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 components with more accuracy</li> <li>• Demonstrate hygienic food preparation and storage</li> </ul>	<p>components with more accuracy</p> <ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <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> <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>• 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> <li>• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>
Enrichment	Iron age round house			Graffiti artist	Whipsnade	Jordan close