

Year 3 Curriculum

2020 – 2021

be the best you can be

The Discovery School



Year 3 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
Same world, different lives	Yabbadabbadoo! Stone Age to Iron Age		Sink your teeth into the UK		Groovy Greeks	
Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used						

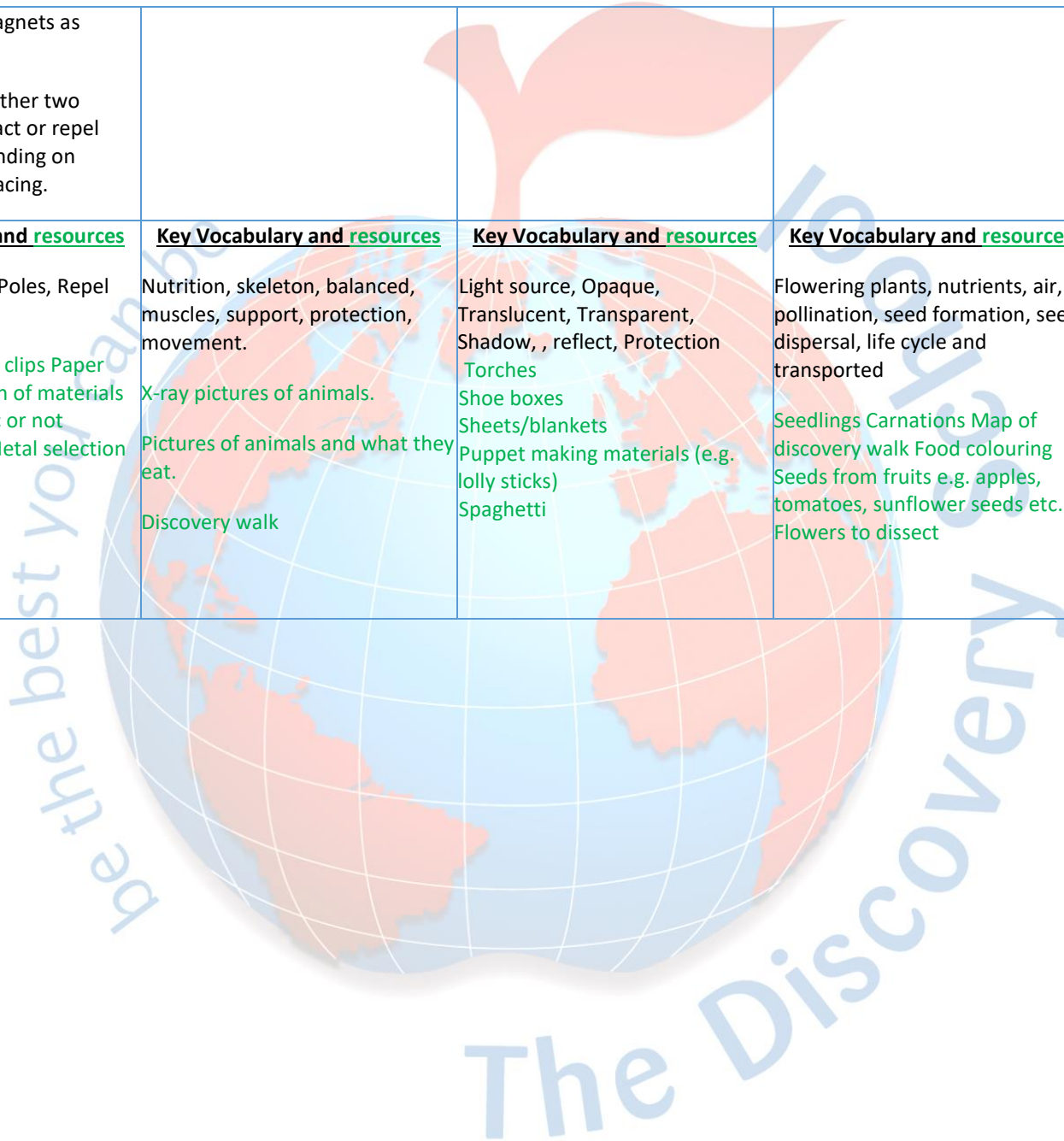
	The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.
English	See English Year 3 progression of skills for reading, writing and SPaG
Phonics	See Phonics progression of skills
Maths	See Maths Year3 progression of skills (White Rose)
PSHE	See PSHE and Sex and Relationships curriculum – Year 3

Science
(Please see the full science plan for teaching ideas)

<u>Forces</u>	<u>Animals including humans</u>	<u>Light</u>	<u>Plants</u>	<u>Rocks</u>
<p>Working scientifically: Asking relevant questions using different types of scientific enquiries to answer them.</p> <p>Making systematic and careful observations and where appropriate taking accurate measurements using a range of equipment.</p> <p>Reporting on findings from enquiries using a simple conclusion.</p> <p>FM1: Compare how things move on different surfaces.</p> <p>Working scientifically: Setting up simple practical enquiries, comparative and fair tests.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>FM2: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Working scientifically: making systematic and careful observations.</p>	<p>Working scientifically: Report on findings from enquiries including oral and written explanations.</p> <p>AH1 Identify that animals including humans need the right types amount of nutrition.</p> <p>Working scientifically: Identifying differences, similarities or changes related to simple scientific ideas.</p> <p>AH2 Animals cannot make their own food and that they get the nutrition from what they eat.</p> <p>NOT FOOD CHAINS!</p> <p>Working scientifically: Using straightforward scientific evidence to answer questions.</p> <p>AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Working scientifically: Setting up simple practical enquiries.</p> <p>Recording findings using a labelled diagram.</p> <p>L1: recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Working scientifically: Using straightforward evidence to answer questions or to support their findings.</p> <p>L2: notice that light is reflected from surfaces.</p> <p>Working Scientifically: Using straightforward scientific evidence to answer questions and support findings.</p> <p>L3:Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Working scientifically: To make a prediction.</p> <p>Asking relevant questions and using different types of scientific enquiry to answer them.</p> <p>L4: Recognise that shadows are formed when the light from a</p>	<p>Working scientifically: Record findings using a labelled diagram.</p> <p>Using straightforward scientific evidence to answer simple questions.</p> <p>P1 Identify and describe the functions of different flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Working scientifically: Gathering, recording, classifying and presenting data in a variety of ways.</p> <p>Setting up simple practical enquiries. (variables given to children)</p> <p>Using results to draw simple conclusions through pictures and simple sentences.</p> <p>P2 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.</p> <p>Working scientifically: Setting up simple practical enquires.</p> <p>Record findings using simple scientific language.</p>	<p>Working scientifically: Classifying and presenting data to help answer questions.</p> <p>Using results to draw a simple conclusion and suggest improvements.</p> <p>Using simple scientific equipment.</p> <p>Setting up simple practical enquiries.</p> <p>R1-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Working scientifically: Use systematic and careful observations using a range of equipment.</p> <p>R2- describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Working scientifically: Setting up practical enquiries, comparative and fair tests.</p> <p>Record findings using simple scientific language/ using tables (scaffolded table)</p>

	<p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Using results to draw simple conclusions.</p> <p>FM3: Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Working scientifically: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Make a prediction.</p> <p>Setting up simple practical enquiries.</p> <p>Record findings using a table.</p> <p>FM4: 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.</p> <p>Working scientifically:</p> <p>To make a prediction.</p> <p>Using straightforward scientific evidence to answer questions.</p> <p>Recording findings using a labelled diagram.</p>	<p>light source is blocked by an opaque object.</p> <p>Working scientifically:</p> <p>Reporting on findings from enquiries.</p> <p>L5: Find patterns in the way that the size of shadows change.</p>	<p>P3 Investigate the way in which water is transported within plants.</p> <p>Working scientifically: To make systematic and careful observations.</p> <p>P4 Explore the parts flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</p>	<p>Using results to draw simple conclusions and make predictions for new values.</p> <p>R3-recognise that soils are made from rocks and organic matter.</p>	
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	<p>FM5: Describe magnets as having two poles.</p> <p>FM6: Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>				
<p>Key Vocabulary and resources</p>	<p>Key Vocabulary and resources</p>	<p>Key Vocabulary and resources</p>	<p>Key Vocabulary and resources</p>	<p>Key Vocabulary and resources</p>	<p>Key Vocabulary and resources</p>
<p>Magnetic, Force, Poles, Repel Attract</p> <p>String Tubs Paper clips Paper Magnets Selection of materials that are magnetic or not magnetic Coins Metal selection of nails etc. Sand</p>	<p>Nutrition, skeleton, balanced, muscles, support, protection, movement.</p> <p>X-ray pictures of animals.</p> <p>Pictures of animals and what they eat.</p> <p>Discovery walk</p>	<p>Light source, Opaque, Translucent, Transparent, Shadow, , reflect, Protection</p> <p>Torches</p> <p>Shoe boxes</p> <p>Sheets/blankets</p> <p>Puppet making materials (e.g. lolly sticks)</p> <p>Spaghetti</p>	<p>Flowering plants, nutrients, air, pollination, seed formation, seed dispersal, life cycle and transported</p> <p>Seedlings Carnations Map of discovery walk Food colouring</p> <p>Seeds from fruits e.g. apples, tomatoes, sunflower seeds etc.</p> <p>Flowers to dissect</p>	<p>rock soil fossil sedimentary metamorphic igneous permeable impermeable appearance soft hard crystal rock formation mineral</p> <p>Rocks Soils Shells Clay Containers/ beakers Tray Forks Plastic bottles Filter paper Measuring jug Tea lights</p> <p>Soil workshop with Spadeworks!</p>	



	<u>Swimming</u>	<u>Invasion games</u>	<u>Tactics</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Yoga</u>	<u>Athletics</u>	<u>Outdoor and Adventurous activities</u>	<u>Feedback</u>
PE	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe-rescue in different water-based situations.</p>	<p>Throw and catch a ball with control when under pressure.</p> <p>(Invasion games, Striking and fielding)</p> <p>Strike and kick a ball with control while moving.</p> <p>(Invasion games)</p>	<p>Choose and use a range of simple tactics for defending and challenging opponents.</p>	<p>Perform combinations of gymnastic actions using floor, mats and apparatus.</p> <p>Adapt gymnastic techniques and transitions, identifying when control and balance is needed.</p> <p>Adapt a gymnastic sequence to include different levels, speeds and/or direction.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p>	<p>Perform combinations of movements to a piece of music.</p> <p>Adapt a sequence of movement patterns to include different levels, speeds and/or direction.</p>	<p>Describe how exercise benefits the body and muscles.</p> <p>Create simple yoga routines including yoga poses.</p> <p>Clear shapes can be created using the body.</p> <p>Copy breathing techniques used to calm the body and mind.</p>	<p>Select running techniques and speeds appropriate to an activity.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Take part in relay activities, knowing when to run and what to do.</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Begin to complete activities in a set period of time.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Recognise good performances in themselves and others and use what they have learnt to improve their own work.</p> <p>Compare and comment on two or more performances.</p> <p>Know and describe the effects of different activities on their body and how to improve their health and fitness.</p> <p><u>Key vocabulary and Resources:</u></p> <p>Invasion Games: Under pressure Overarm throw Attacking Defending/Defensive Teamwork</p> <p>Tactics: Defending Attacking Teamwork Challenging</p> <p>Gymnastics: Combination Floor Mat Balance Adapt Strength Suppleness Physical well-being</p> <p>Athletics: Adapt Accuracy Relay Tactics Self-Esteem</p> <p>Dance: Combination Beat/rhythm Adapt Levels</p> <p>Feedback: Compare Performance Health Fitness</p>

							Yoga: Muscles Benefits Routine Shape Calm OAA: Orientate Communication Keys Equipment Effectiveness Improve
Geography	<p><u>Locational Knowledge</u> Name and locate countries and cities of the UK , geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Cities should include those other than the capital cities of each country of the UK that was learnt in Year 2. (Link to Stone Age/Iron Age)</p> <p>Simple outline maps of the UK with capital cities and regions marked (South East, North East etc.)</p>	<p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Main cities of the UK Coasts, Mountains and Rivers of the UK</p>	<p><u>Human and Physical Geography</u> Describe and understand key aspects of: Physical geography including key topographical features (hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p> <p>(just the United Kingdom)</p>	<p><u>Geographical Skills and Field work</u> Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Create own symbols and keys and use ordnance survey symbols: River, road, woodland, rail, gold course, stations, church.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and vertical bar graphs, and digital technologies.</p>	<p><u>Key Vocabulary</u> Hills Coasts Mountains Rivers Land use City Capital City Country Region Village Town</p>		
History	<p><u>Chronological understanding</u> Uses timelines to show their birth, start or pre-school, parent's birth, grand-parent's birth, start of school, birth of Jesus, Great Fire of London 1666 and Stone Henge built 3000BC.</p>	<p><u>Knowledge and understanding</u> Uses evidence to describe past. Uses evidence to find out how events may have changed during a time period. Describes similarities and differences between people, events and objects</p>	<p><u>Interpretation</u> Looks at 2 versions of the same event and identifies differences in the accounts.</p>	<p><u>Enquiry</u> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p><u>Organisation and communication</u> Presents findings about past using speaking, writing, ICT and drawing skills.</p>		

	<p>Understands timeline can be divided into BC and AD. Understand the Stone Age Period in relation to the birth of Jesus.</p> <p><i>Encourage all children to learn these key dates by heart.</i></p> <p><i>WT children to use the timeline from the previous year.</i></p>	<p>The Stone Age & Iron Age The Ancient Greeks</p>	<p>-Asks questions such as: 'How did people? What did people do for?' Suggests sources of evidence to use to help answer questions.</p>	<p>Uses dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p> <p>Key Vocabulary and resources</p> <p>Uses words and phrases: century, decade.</p>
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DT	<p>Key Vocabulary</p> <p>*mechanism, lever, linkage, pivot, slot, bridge, input, process, output linear, rotary, oscillating, reciprocating</p> <p>*name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, frozen, tinned, processed, seasonal, healthy/varied diet</p>						
	<p>Technical Knowledge</p> <p>Understand and use mechanical systems in their products. That mechanical systems have an input, process and output and create movement ie levers and linkages. (Use lever and linkages board) CARDS</p> <p>That a simple fabric shape can be used to make a 3D textile product. PENNANT</p> <p>To apply their understanding of computing to program, monitor and control their products.</p>	<p>Evaluate Existing Products</p> <p>Investigate and analyse a range of existing products:</p> <p>What is the product and how is it used?</p> <p>How well do products work, achieve their purpose and meet the user's needs and wants?</p> <p>How have key events and individuals helped shape the world?</p> <p>Focus: Archimedes of Syracuse, Italy who discovered the laws of pulleys.</p>	<p>Design: understanding contexts, users and purpose</p> <p>Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups: Gather information about the intended user to inform the design criteria – self, historical figure, imaginary figure</p> <p>Develop and use own design criteria</p> <p>Work in a range of relevant contexts:</p>	<p>Generating, developing, modelling and communicating ideas.</p> <p>Pupils should:</p> <p>Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces and prototypes.</p> <p>e.g. for the monster maze.</p> <p>Describe how the product is fit for purpose.</p> <p>Indicate the design features of their product that will appeal to the intended user.</p>	<p>Make: Planning/ Practical skills and Techniques</p> <p>Pupils should:</p> <p>Begin to order the main stages of making.</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. Measure, mark out, cut and shape materials and components with some accuracy: ruler, scissors, pencil, chalk, needle, pins Assemble, join and combine materials 	<p>Evaluate: Own products and ideas</p> <p>Refer to their design criteria as they design and make.</p> <p>Evaluate their ideas and products against their own design criteria and identify strengths and areas for development in their ideas and products.</p>	<p>Nutrition and Healthy Eating: Where food comes from</p> <ul style="list-style-type: none"> To understand seasonality. To use food packaging to find out where the food they eat comes from. Which types of foods are processed?

	What was the impact of pulleys?	School, home, culture	<p>Explain how particular parts of their product will function.</p> <p>Generate realistic ideas focusing on the needs of the user.</p> <p>Communicate ideas through: discussion</p>	<p>and components with some accuracy.</p> <ul style="list-style-type: none"> •Use a wider range of materials and components including, food ingredients, mechanical components. •Experiment with simple finishing techniques 		<ul style="list-style-type: none"> •How to use the techniques of peeling and chopping.
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Key Vocabulary

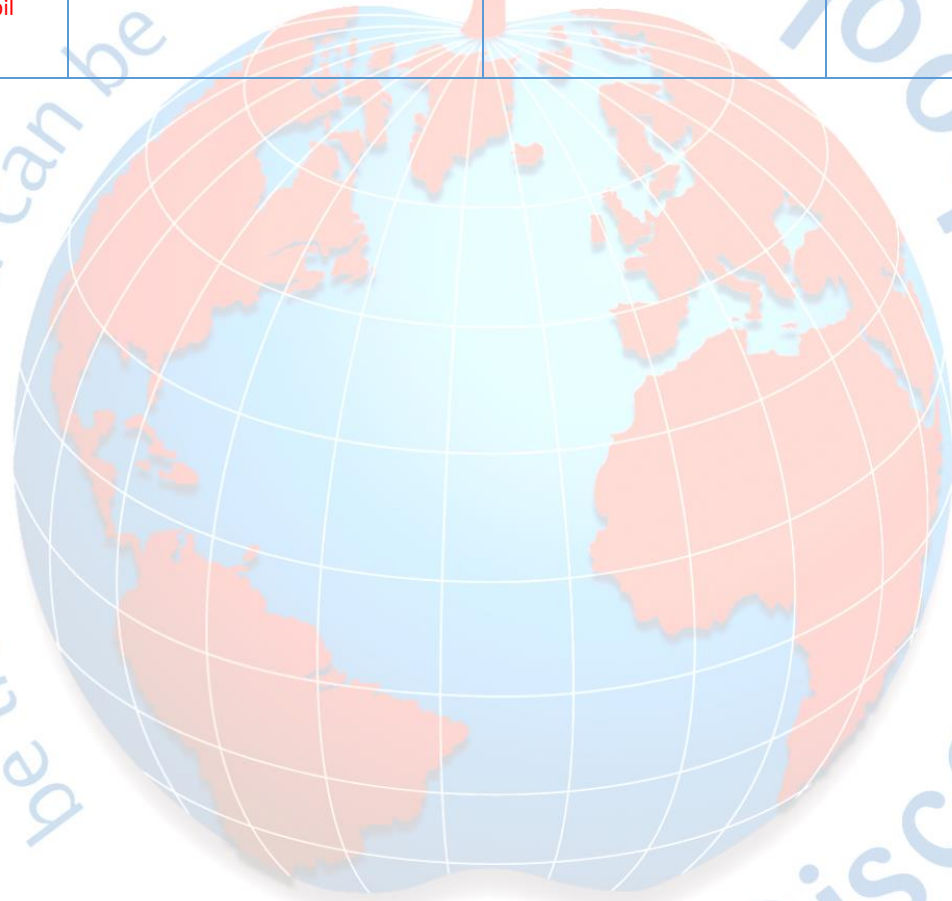
Blending Charcoal collage Cross hatch Dip dye Dotting Dye, Environmental, Grades, Hue, Implements, Impressed, Manmade, Mono print, Natural, Oil pastel, Over stitch, Overlapping, Pressprint, Primary , Relief, Repeating, Running stitch, Scratching, Secondary, Shades, Splashing, Tertiary , Texture, Tints, Tone

Art	<u>Drawing</u>	<u>Colour</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Textiles and collage</u>	<u>Developing and exploring ideas/ evaluating and developing work</u>	<u>Artist or architect and designer studies</u>
	<p>Experiment with different grades of pencil, cross hatching, blending</p> <p>Use different grades of pencil to apply tone to drawings</p> <p>Make marks using different drawing implements – oil pastels, charcoal</p>	<p>Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints(white added).</p> <p>Experiment with paint and pastels.</p> <p>Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.</p> <p>Experiment with effects and</p>	<p>Shape, form and construct malleable and rigid materials.</p> <p>Construct a base for extending and modelling other shapes – paper mache – and use for a purpose.</p>	<p>Experiment with mono printing.</p> <p>Colour mix by overlapping colour prints</p> <p>Create repeating patterns using relief ie leaves, string prints</p> <p>Create repeating patterns using impressed print – press print tiles</p> <p>Interpret manmade and environmental patterns</p>	<p>Dye fabric – tie dye/dip dye</p> <p>Stitch (running stitch and over stitch), cut and join fabric</p> <p>Use collage to represent objects as well as imaginative work.</p>	<p>To create sketch books to record their observation and use them to review and revisit ideas.</p> <p>Compare their work to others, methods, techniques, colours etc.</p> <p>Adapt their work after discussion.</p> <p>Use a sketchbook to collect ideas, develop ideas and annotate.</p> <p>Record from observations and their own imagination.</p>	<p>Term 1 and 2 the stone age topic</p> <p>Kumi Yamashita (Japanese artist and sculptor)</p> <p>Term 2 – David Walliams</p> <p>Tony Ross / Quentin Blake (illustrators)</p> <p>Term 3 - Greeks</p> <p>Cecilia Levy (papier Mache artist)</p>

	<p>Create textures with different drawing implements, pencil, oil pastels, charcoal</p> <p>Use pencil, charcoal and oil pastels to draw different form and shape</p>	<p>textures – dotting, scratching, splashing.</p>					
<p>Computing</p>	<p>Using Technology</p> <p>To develop typing speed and accuracy to develop competency. Use BBC Dance Mat typing to supplement word processing skills.</p> <p>To be able to make choices about which software or hardware is most appropriate to use and to explain – Publisher, 2Publish</p> <p>To continue to produce work using a computer, using more advanced features of programs and tools – Publisher, Creating a textbox, bullet point list, word art, headings</p> <p>To use a wide range of programs to create documents and presentations – Word, PowerPoint, creating transitions, designs, fonts</p> <p>To understand the basic structure of a database and to add simple data to an excel document and use information for a bar graph – excel</p> <p>To select and manipulate an image using a digital device. Use Polygen</p>	<p>Using the Internet</p> <p>To be able to navigate a webpage and search independently for specific and appropriate information.</p> <p>To understand a website has a unique web address and understand the need for accuracy.</p>	<p>Programming & Control</p> <p>To be able to design, write block code and debug (correct errors), simple algorithms that accomplish specific goals.</p> <p>To be able to work with simple variables and some basic forms of input and output</p> <p>The above objectives will be covered by complete the following compulsory projects:</p> <ul style="list-style-type: none">) Choose from Lego Wedo Projects 1-7 (120 minutes each) to build and move a physical system.) Use iPad app 'Scratch Jr' to create a block code with 1 variable. This could be linked to the term's topic as you wish.) Use Hour of Code website to build upon Scratch Jr knowledge. 	<p>Online Safety</p> <p>To have an understanding that information published online is public and permanent – Discuss WhatsApp or other social media platform relevant to your class</p> <p>To know the meaning of cyberbullying and the forms it can be seen within and know who to tell or what to do if they see something upsetting online e.g. a trusted adult or use block/report features</p> <p>To understand the need for a safe and secure password.</p> <p>To further understand that the internet is a great way to find information and communicate with people but that people online may not be who they say they are.</p> <p>To begin to understand why there are age restrictions on apps and games and that the digital consent age of 13 is related to sponsored advertising and not just the content of the app itself.</p> <p>To demonstrate an age-related understanding of E-safety when</p>	<p>Key Vocabulary</p> <p>debug</p> <p>algorithm</p> <p>input</p> <p>output</p> <p>Publisher</p> <p>textbox</p> <p>Word documents Excel</p> <p>save as</p> <p>folder</p> <p>open</p> <p>intranet</p> <p>destination folder</p> <p>network</p> <p>variables</p>		

	<p>on the iPad to manipulate a photograph.</p> <p>To select and a manipulate sound using a digital device. Use Melody Jams on the iPad to manipulate basic sound.</p> <p>Save as documents on the pupil shared area of the intranet.</p>		<p>) Use 'Spritebox' app on the iPad to transfer coding skills to another gaming platform.</p>	<p>communicating online. Ensure that this is appropriate to your class e.g. how to keep safe using apps and games that the class are using.</p>	
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be the best you can be



The Discovery School

<p>RE</p> <p>Christianity + Islam</p> <p>*Refer to prior learning of Judaism</p> <p>* Touch on Hinduism</p>	<p><u>BELIEVING - Understand and know about a range of religions and worldviews</u></p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Make connections between stories in the Bible and and what Christians believe about Creation, the Fall and salvation.</p> <p>Describe some ways that Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Describe the practise of prayer in the religions studied.</p> <p>Make connections between what people believe and about prayer and what they do when they pray.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>		<p><u>EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews</u></p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people’s lives to believe in God.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it must be hard sometimes.</p>		<p><u>LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews</u></p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss their own and others ideas about how and why humans do bad things and how people try to put things right.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>		<p><u>Key Vocabulary and resources</u></p> <p>Prayer, symbols, beliefs, Hinduism, Hindus, attributes of God (99 names of Allah and Holy Trinity), beliefs, practice, Eid, Christmas,</p>	
	<p>MUSIC</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><i>Sing in tune.</i></p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><i>Compose music that combines different musical elements. Carefully choose sounds to achieve</i></p>		<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><i>Notice and explore the way sounds can be combined and used expressively.</i></p> <p><i>Listen to different types of composers and musicians.</i></p>		<p>Use and understand staff and other musical notations.</p> <p>Not applicable in Year 3</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p> <p>Develop an understanding of the history of music.</p> <p><i>Describe the different purposes of music</i></p>	

	<p>Perform simple <i>melodic</i> and <i>rhythmic</i> parts. Improvise repeated patterns.</p> <p>Begin to understand the importance of pronouncing the words in a song well.</p> <p>Start to show <i>control</i> in voice.</p> <p>Perform with confidence.</p>	<p>an effect. Order sounds to help create an <i>effect</i>.</p> <p>Create short musical <i>patterns</i> with long and short sequences and rhythmic <i>phrases</i>.</p>			<p>composers and musicians.</p> <p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p>	<p>throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p>
	<p>Key vocabulary and Resources:</p> <p>Charanga, <i>recorders</i>, a range of tuned and untuned instruments. Melodic, rhythmic, control, compose, effect, phrase, crotchet, quaver, minim</p>					
<p>French</p>	<p><u>Unit 1: Bonjour!</u></p> <ul style="list-style-type: none"> • Greet and say goodbye to someone. • Ask someone's name and give your own. • Ask how someone is and respond to the same question. • Count numbers 1-10. • Identify musical instruments. • First notions of gender. • Ask and answer questions. • Recognise cognates. 	<p><u>Unit 2: En classe</u></p> <ul style="list-style-type: none"> • Identify classroom objects. • Identify colours and describe an object's colour. • Say your age. <p>Recognise and repeat classroom instructions.</p> <ul style="list-style-type: none"> • Simple word order. • Use context to determine meaning. • Compare different languages. • Take part in a simple dialogue. 	<p><u>Unit 3: Mon corps</u></p> <ul style="list-style-type: none"> • Identify parts of the body. • Describe eyes and hair. • Recognise days of the week. • Give basic character descriptions. • Gender of different nouns. • The definite article. • Single word order. • Simple facial and character descriptions. • Simple adjectival agreement (for more able pupils). 	<p><u>Unit 4: Les animaux</u></p> <ul style="list-style-type: none"> • Identify animals and pets. • Recognise and use numbers 11-20. • Give someone's name. Describe someone. • Gender of different nouns. • Recognise negative form. • Count numbers 11-20. <p>Give names and descriptions in the third person (he/she).</p>	<p><u>Unit 5: La famille</u></p> <ul style="list-style-type: none"> • Identify family members. • Recognise and spell with letters of the alphabet. • List household items. <p>Use basic prepositions <i>sur</i> and <i>dans</i> to describe position.</p> <ul style="list-style-type: none"> • Describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language. • Gender of different family members and nouns. <p>Spell words using the French alphabet.</p>	<p><u>Unit 6: Bon anniversaire!</u></p> <ul style="list-style-type: none"> • Recognise and ask for snacks. • Give basic opinions about food. • Use numbers 21-31. • Recognise and use the months. • Form dates. • Gender of different nouns for food. • Understand and reply to questions on food wanted. • Count numbers up to 31. • Use numbers up to 31 together with months to form dates.

		<ul style="list-style-type: none"> • Gender of different nouns. <p>Ask and answer questions.</p>				
	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Greetings: <i>bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle.</i> • Say and ask names: <i>Comment t'appelles-tu? Je m'appelle...</i> • Say and ask how you are: <i>Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça.</i> • Numbers 1-10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</i> • Musical instruments: <i>une trompette (trumpet), une guitare (guitar), une flûte à bec (recorder), un piano (piano), un tambour (drum).</i> • <i>Un dragon (dragon), une fille (girl), un garçon (boy).</i> 	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Classroom objects: <i>une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book), un livre (textbook), un sac (bag), une gomme (rubber).</i> • Colours: <i>rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange).</i> • Give your age: <i>J'ai ...ans.</i> • Classroom instructions: <i>écoutez (listen), regardez (look), lisez (read), asseyez-vous (sit down), levez-vous (stand up), écrivez (write), chantez (sing).</i> 	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Parts of the body: <i>les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head).</i> • Colours: <i>vert (green), rouge (red), jaune (yellow), marron (brown), bleu (blue).</i> • Adjectives: <i>long (long), court (short).</i> • Days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</i> • Adjectives describing character: <i>Je suis... grand(e) (tall), petit(e) (small), timide (shy), bavard(e) (talkative), drôle (funny), sympa (nice).</i> 	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Animals: <i>un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon).</i> • Numbers 11-20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</i> • <i>Il/elle s'appelle...</i> (he/she is called...). • Adjectives describing character: <i>grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy).</i> 	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Family members: <i>ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents).</i> • Letters of the alphabet a-z, plus some accented letters. • Household objects: <i>le CD (CD), le lecteur de CD (CD player), l'ordinateur (computer), le jeu vidéo (video game), le DVD (DVD), la machine (machine) la chaise (chair), la table (table).</i> • Prepositions: <i>dans (in), sur (on).</i> 	<p>Key vocabulary and Resources:</p> <p>Rigolo 1</p> <ul style="list-style-type: none"> • Snacks: <i>une pomme (an apple), une banana (a banana), un jus d'orange (an orange juice), un sandwich (a sandwich), une pizza (a pizza), un gâteau (a cake).</i> • Simple opinions about food: <i>C'est délicieux! (It's delicious), C'est bon! (It tastes nice.), Ce n'est pas bon! (It doesn't taste nice), C'est mauvais! (It tastes bad).</i> • Numbers 21-31. • Months: <i>janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December).</i> • Dates: <i>le... [mars, etc.] (the... [March, etc.])</i>

