



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<p>Topic title</p> <p>Whizz Bang</p>	<p>1. Take One Picture 2. Lost Happy Endings</p> <p>Trip to Ashmolean Museum. Visits to Bagley Woods. Possible trip to Earth Trust at Wittenham Clumps</p>	<p>1. Local Area Study – Kennington Badge Exploded 2. Christmas</p> <p>Visits to Oxford</p>	<p>1. Whole School Art Project 2. Author Study – Ahlberg 3. Natural Forms in Art (Georga O’Keefe, William Morris, Gaudi)</p>		<p>1. Romans</p> <p>Possible trip to Chedworth Roman Villa/Corinium Museum, Cirencester.</p>		
<p>English</p> <p>The specific English skills are covered throughout the year, and not specifically assigned to certain term.</p>	<p>A.T.1 Narrative – Lost happy endings Performance Poetry</p>	<p>A.T.2 Information texts – relating to Kennington/ Oxford Non-fiction: reports – relating to Kennington/ Oxford Shape poetry – Christmas themed.</p>	<p>Sp.T.1/2 Author study – Allan Ahlberg Letter writing – linking this with the author study/ Fairtrade aspect Non-fiction: instructions – recipes for cooking during the Fairtrade Fortnight Narrative – Poetry: playing with language -</p>		<p>Su.T.2 Narrative – Non-fiction: reports Playscripts – relating to Roman story</p>		
	<p>Spoken Language To listen carefully and understand Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. To develop a wide and interesting vocabulary Use time, size, and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</p>			<p>Reading Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>			



	<p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p> <p>To speak with clarity Use verbs with irregular ending. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>To tell stories with clarity Bring stories to life with expression and intonation. Reading the audience to know when to add detail and when to leave it out.</p> <p>To hold conversations and debates Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an explanation.</p>	<p>Read reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Using dictionaries to check the meaning of words that they have read. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
	<p>Spelling Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
	<p>Writing Skills Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Grammar, Vocabulary and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense.</p>



	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements such as proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials. Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		
<p>Maths</p>	<p>Developing the Mastery Maths Curriculum through the Inspire Maths, throughout the year children will: (areas of Maths are not assigned to particular times of the year. We will follow the progression of the Inspire Maths books.)</p>			
	<p>Number – Place Value Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p>	<p>Number – Adding and Subtracting 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 column addition and subtraction. 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.</p>	<p>Number – Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Number – Fractions 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. Recognise and show, using diagrams, equivalent fractions with small denominators.</p>
	<p>Measurement Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes.</p>	<p>Geometry – Properties of Shape Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>	<p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many</p>	



	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events.</p>	<p>Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>fewer?'] using information presented in scaled bar charts and pictograms and tables</p>		
<p>Science</p>	<p>During Years 3 and 4, children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Reporting on findings from enquiries, including oral and written explanations displays or presentations or results and conclusions • Using results to draw simple conclusions, make predictions for new vales, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings 				
	<p>A.T1 - Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p>A.T – 2 Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>Sp.T 1 - Animals and Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals</p>	<p>Sp.T 2 - Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p>Su.T.1/2 – Forces and Magnets 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.</p>



	Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Recognise that soils are made from rocks and organic matter.	have skeletons and muscles for support, protection and movement.	Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Predict whether two magnets will attract or repel each other, depending on which poles are facing.
History	<p>Generic history aspects throughout the year: Use appropriate historical vocabulary to communication including: Dates, time period, era, change, chronology. Use Literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history. Suggest suitable sources of evidence for historical enquiry. Describe social, ethnic, cultural or religious diversity of past society. Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>				
	<p>A.T. 1/2 Describe the changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain.</p>				<p>Su.T.1/2 Use dates and terms to describe events. Place events, artefacts and historical figures on a timeline using dates. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Compare some of the times studied with those of other areas of interest around the world.</p>
Geography	<p>A.T.1/2 Describe key aspects of human geography, including settlements and land use. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Explain own views about locations, giving reasons.</p>				<p>Su.T.1/2 Describe key aspects of human geography, including settlements and land use. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Explain own views about locations, giving reasons.</p>



	<p>Name and locate countries and cities of the U.K., geographical regions and their identifying human and physical characteristics.</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 graphs and digital technologies.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p>			<p>Name and locate countries and cities of the U.K., geographical regions and their identifying human and physical characteristics.</p>
<p>Art</p>	<p>Generic Art aspects throughout the year:</p> <p>To develop ideas</p> <p>Develop and ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on artworks using visual language</p> <p>To take inspiration from the greats</p> <p>Replicate some of the techniques used by notable artists , artisans and designers</p> <p>Create original pieces that are influenced by studies of others</p>			
	<p>A.T.1 – Painting</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for</p>	<p>A.T.2 – Textiles</p> <p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>	<p>Sp.T.1/2 – Print</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks.</p> <p>Make precise repeating patterns.</p>	



	backgrounds then add detail. Experiment with creating mood with colour.				
D.T.	Generic D.T. aspects throughout the year: To design, make, evaluate and improve Design with purpose by identifying opportunities to design Make products by working efficiently Refine work and techniques as work progresses, continually evaluating the product design Use software to design and represent product designs				
			Sp.T.1/2 - Food Prepare ingredients hygienically using appropriate utensils Measure ingredients to the nearest gram accurately Follow a recipe Assemble or cook ingredients	Su.T.1/2 Materials Cut materials accurately and safely by selecting appropriate tools Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material Select appropriate joining techniques Mechanics Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, pulleys and gears) Construction Choose suitable techniques to construct products Strengthen materials using suitable techniques To take inspiration from design throughout history Identify some of the great designers in all the areas of study to generate ideas for designs Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work	
Computing	Generic Computing aspects throughout the year:				



	<p>Understand computer networks including the internet – (http://thinkuknow.co.uk is a good place to start! Use CyberCafe with Year 3). 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 – (Compose World Junior (when it works)/ 2Simple Science/ I Can Animate (x-curr), Revelation Natural Art (Graphics x-curr)/ RM Number Magic/ TUX Paint/ Jelly Cam/ Powerpoint/ Word).</p>	
	<p>A.T.1/2 Understand computer networks including the internet – (There are some videos on YouTube which help to explain how the internet works) use search technologies effectively</p>	<p>Su.T.1/2 Design, write and debug programs that accomplish specific goals, including simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs – (Using MSW Logo, Textease Turtle (high control levels), NEW Roamer (Junior Keypad).</p>
<p>R.E.</p>	<p>Key R.E. skills throughout the year: To understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>To understand practices and lifestyles Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p>To understand how beliefs are conveyed Identify religious symbolism in literature and the arts.</p> <p>To reflect Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers.</p> <p>To understand values Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.</p>	



	<p>A.T.1 – Hinduism To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus. Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community?</p>	<p>A.T.2 – Christianity To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	<p>Sp.T.1 – Christianity To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. Could Jesus really heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life ?</p>	<p>Sp.T.2 – Christianity To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p>	<p>Su.T.1 – Hinduism To understand the Hindu belief that there is one God with many different aspects. How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs</p>	<p>Su.T.2 – Hinduism To understand the significance of the River Ganges both for a Hindu and non-Hindu. Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life</p>
<p>Music</p>	<p>The Charanga Units of work cover the following Music aspects throughout the year:</p> <p>Performing Sing from memory with accurate pitch Sing in tune Maintain a single part within a group Pronounce words within a song clearly Pronounce words within a song clearly Play notes on an instrument with care so that they are clear Perform with control and awareness of others</p> <p>Composing Compose and perform melodic songs Use sound to create abstract effects Create repeated patterns with a range of instruments Create accompaniments for tunes Use drones as accompaniments Choose, order, combine and control sounds to create an effect Use digital technologies to compose pieces of music</p>					



	<p>Transcribing Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF and FACE on the musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</p> <p>Describing Music Use the terms: pitch, dynamics, tempo, timbre, texture, melody, duration and the use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings</p>					
	<p>A.T.1 – Glockenspiel This Unit of Work continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, the recorder. This unit starts to develop notation of music and building on with the language of music. Children will: Listen and appraise Learn about the interrelated dimensions of music Perform and share</p>	<p>A.T.2 – Ho, Ho, Ho! This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song.</p>	<p>Sp.T.1 – Three Little Birds This Unit of Work is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Sp.T.2 – There Was A Monkey One of Benjamin Britten's Friday afternoon songs. This Unit of Work builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: There Was A Monkey. Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Britten100.org and Fridayafternoonsmusic.co.uk.</p>	<p>Su.T.1 – Let Your Spirit Fly This Unit of Work builds on previous learning. All the learning is focused around one song: Let Your Spirit Fly, an R&B song written for children.</p>	<p>Su.T.2 – Reflect, Rewind, Replay This Unit of Work consolidates learning that has occurred during the year. All the learning is focused around the revision of chosen units for a performance, a context for the History of Music and the Language of Music.</p>
<p>P.E.</p>	<p>Premier Sports once a week throughout the whole year: Games (Hockey/ Netball/ Tennis/ Tag Rugby/ Football/ Basketball/ Cricket/ Rounders) Throw and catch with confidence and accuracy Strike a ball and field with control</p>					



<p>Choose the most appropriate tactics to cause problems for the opposition Follow the rules of the game and game fairly Maintain possession for a ball Pass to team mates at appropriate times Lead others and act as a respectful team member</p> <p>Athletics (Running/ Throwing/ Jumping) Sprint over a short distance up to 60 metres Run over a longer distance conserving energy in order to sustain performance Use a range of throwing techniques Throw with accuracy to hit a target or cover a distance Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performances</p>						
<p>Oak Class swimming for 15 weeks Swim between 25 and 50 metres unaided Use more than one stroke and coordinate breathing as appropriate for the stroke being used coordinate leg and arm movements Swim at the surface and below the water</p>			<p>Cedar Class swimming for 15 weeks Swim between 25 and 50 metres unaided Use more than one stroke and coordinate breathing as appropriate for the stroke being used coordinate leg and arm movements Swim at the surface and below the water</p>			
<p>First 15 weeks - Cedar Class Gym Plan, perform and repeat sequences Move in a clear, fluent and expressive manner Refine movements into sequences Create dances and movements that convey a definite idea Change speed and levels within a performance Develop physical strength and suppleness by practising moves and stretching</p>		<p>First 15 weeks - Cedar Class Dance Plan, perform and repeat sequences Move in a clear, fluent and expressive manner Refine movements into sequences Show changes in speed, direction and level during a performance Travel in a variety of ways, including flight, by transferring weight to generate power in movements Show a kinaesthetic sense in order to improve the placement and alignment of body parts Swing and hang from equipment safely</p>		<p>Second 15 weeks - Oak Class Gym Plan, perform and repeat sequences Move in a clear, fluent and expressive manner Refine movements into sequences Create dances and movements that convey a definite idea Change speed and levels within a performance Develop physical strength and suppleness by practising moves and stretching</p>		<p>Second 15 weeks - Oak Class Dance Plan, perform and repeat sequences Move in a clear, fluent and expressive manner Refine movements into sequences Show changes in speed, direction and level during a performance Travel in a variety of ways, including flight, by transferring weight to generate power in movements Show a kinaesthetic sense in order to improve the placement and alignment of body parts Swing and hang from equipment safely</p>
<p>P.S.H.C.E.</p>	<p>A.T.1 – Being me in my world Getting to know each other.</p>	<p>A.T.2 – Celebrating Difference. Families. Family conflict.</p>	<p>Sp.T.1 – Dreams and Goals Dreams and goals.</p>	<p>Sp.T.2 – Healthy Me Being fit and healthy. What do I know about drugs? Being safe.</p>	<p>Su.T.1 – Relationships Family roles and responsibility.</p>	<p>Su.T.2 – Changing Me How babies grow. Babies. Outside body changes.</p>



	Our nightmare school. Our dream school. Rewards and consequences. Our learning charter. Owning our learning charter.	Witness and feelings. Witness and solution. Words that harm. Celebrating difference: compliments.	My dreams and ambitions. Our new challenge. Our new challenge - overcoming obstacles. Celebrating my learning.	Being safe at home. My amazing body.	Friendship. Keeping myself safe. Being a global citizen. Celebrating my web of relationships.	Inside body changes. Family stereotypes. Looking ahead.
French	<p>French skills developed throughout the year:</p> <p>To read fluently Read and understand the main points in short written texts. Use a translation dictionary or glossary to look up new words.</p> <p>To write imaginatively Write a few short sentences using familiar expressions. Write short phrases from memory with spelling that is readily understandable.</p> <p>To speak confidently Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary.</p> <p>To understand the culture of France Describe with some interesting details some aspects of countries where French is spoken. Make comparisons between life in countries where French is spoken and France.</p>					
	<p>A.T.1 Lesson 1 Numbers 0-10 Letter strings - oi, eu Lesson 2 Greetings, asking and saying how are you? Listen and respond to rhymes. Participate in a short exchange. Lesson 3 Classroom instructions -</p>	<p>A.T.2 Lesson 4 Ask for and give name. Recognise a question form. Perform a simple communicative task. Christmas lessons The Nativity - characters in the nativity play and simple dialogue Perform a role</p>	<p>Sp.T.1 Lesson 5 Ask for and state age. Understand and respond to a question. Participate in chorusing a finger rhyme. Make links between sounds and spellings and recognise some familiar words in written form. Lesson 6</p>	<p>Sp.T.2 Easter lessons Making a pancake Easter celebrations Making an Easter card Developing understanding of customs and traditions. Experiment with writing. Recite a finger rhyme and recognise how sounds are presented in written form.</p>	<p>Su.T.1 Lesson 8 Names of fruit. Food items. Letter string –on. Notice spelling of words Understand and respond to a question. Lesson 9 Letter strings – eu, oi. Listen and respond to a nursery rhyme and an extended text.</p>	<p>Su.T.2 Lesson 10 Days of the week. Join in reading a story. Copy correctly. Match sound to the written word. Lesson 11 Months of the year. Identify social conventions at home and in other cultures.</p>



	<p>Ecoutez, regardez, asseyez-vous, levez-vous, repetez, silence. Auditory discrimination between un/une. Enjoy making French sounds and copy intonation patterns. Listen to and follow simple commands.</p>	<p>Join in singing a French carol. Experiment with writing. Letter to Father Christmas.</p>	<p>Colours. Letter strings - oi, eu. Perform actions to a French song. Experiment with writing. Lesson 7 Colours. Experiment with writing. Verb – est. Conjunction – et. Respond to sound patterns.</p>			<p>Imitate pronunciation of sounds.</p>
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