

<u>Yr 3</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Literacy	<ol style="list-style-type: none"> 1. Introductory narrative activity –Wonder Park –build your own theme park (Setting description, character description) Film – what is a theme park like? Woodland theme. Look at different types of parks and playgrounds and visit Uplands Park. 2. Poetic language – (The sound collector) Woodland sounds, walking through leaves, bird noises. Sound walk through school. Poems using onomatopoeia and descriptive language 3. Instructions – How to mummify a body 4. Narrative -Egyptian Adventure story 5. Explanation – covered in history- mummification, Howard Carter (diary entry), Tutankhamun, Ancient Egyptian Fact file 6. Narrative – The Twits by Rod Dahl (Character description, wanted poster, setting description, story chapter writing own character. What happened when our new character met Mr and Mrs Twit? -Speech bubbles – introduce dialogue. (write inside printed speech bubbles) 7. Christmas story 8. British values – Linked to ICT 	<ol style="list-style-type: none"> 1. Narrative - Action story writing focus– Nemo’s Adventure (Setting description, diary, hot seating, formal letter, and write own story ending) – dialogue building on speech punctuation (conversation). Control speech in story to allow narrative. 2. Narrative- Stig of the Dump & Stone age boy (linked to history topic) character descriptions, settings, story events, paragraphs, dialogue, reading activities 3. Winter/Spring Poem – Similes 4. Non - fiction writing – How to make a cereal bar (Linked to DT) 	<ol style="list-style-type: none"> 1. Narrative – focus on a book eg: Ice Palace (Freeze frames, story openers, character description, story events, story ending) Reading focus. 2. Persuasive writing (Adverts, poster, letter) Linked to Healthy Eating – school issue e.g. more playtimes/school uniform. 3. Recount of Foxton Locks trip. 4. Non-fiction writing – report based on human body eg information text, science assessment.
Numeracy	<p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Use multiple of 5 and 10 bonds to 100 • add and subtract 1-digit numbers to and from 2-digit numbers <p><u>Place Value</u></p> <ul style="list-style-type: none"> • Compare and order 2- and 3- digit numbers 	<p><u>Place value</u></p> <ul style="list-style-type: none"> • Rehearse place value in 3-digit numbers • order them on a number line and find a number in between; 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts

<ul style="list-style-type: none"> • add and subtract 2-digit numbers; solve problems using place value; subtracting from 2-digit numbers <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving <p><u>Time; 3D shapes</u></p> <ul style="list-style-type: none"> • Understand the calendar (days, weeks, months, years); tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes <p><u>Multiplication and division; fractions</u></p> <ul style="list-style-type: none"> • Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers <p><u>Place value</u></p> <ul style="list-style-type: none"> • Using money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. • Using number lines to compare and round numbers and to find differences. <p><u>Length; capacity</u></p> <ul style="list-style-type: none"> • Using instruments to measure length and capacity. 	<ul style="list-style-type: none"> • solve additions and subtractions using place value • multiply and divide by 10 <p><u>Addition; times tables</u></p> <ul style="list-style-type: none"> • Add pairs of 2-digit numbers using partitioning • extend to add two 3-digit numbers (not crossing 1000) • recognise and sort multiples of 2, 3, 4, 5, and 10 • double the 4 times-table to find the 8 times-table <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s $\frac{1}{6}$s, and $\frac{1}{8}$s • realise how many of each make a whole • find equivalent fractions • place fractions on a 0 to 1 line • find fractions of amounts <p><u>Angles; 2D shapes</u></p> <ul style="list-style-type: none"> • Recognise right angles and know they are 90° • name and list simple properties of 2D shapes; • begin to understand and use the term perimeter to mean the length/distance around the edge <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • begin to place 3-digit numbers on 0-1000 landmarked and empty number lines • round 3-digit numbers to the nearest ten and to the nearest hundred • use counting up as a strategy to perform mental subtraction <p><u>Time</u></p>	<ul style="list-style-type: none"> • Begin to recognise equivalences of $\frac{1}{2}$; add and subtract fractions with the same denominator <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10 • Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8 • Estimate products; divide using chunking, with and without remainders • Decide whether to use multiplication or division to solve word problems <p><u>Statistics and Data</u></p> <ul style="list-style-type: none"> • Draw and interpret bar charts and pictograms • Draw and interpret bar charts where one square represents one hundred units • Measure weights in multiples of 100g; know how many grams are in a kilogram <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Use column addition; use reasoning, trial and improvement to solve problems involving more complex addition <p><u>2D shapes</u></p> <ul style="list-style-type: none"> • Identify, name and draw horizontal, vertical, perpendicular, parallel and
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<p>Science</p>	<p><u>Plants – Autumn 1</u></p> <p>*Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <p>*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 – write a letter to Ms Priddey, explaining what plants need to grow.</p> <p>*Investigate the way in which water is transported within plants.</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Rocks (Spring 1)</u></p> <p>*Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>*Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>*Palaeologists- ‘Cookie Experiment’</p> <p>*investigate the ‘Rock Cycle’- ‘Cheese toasty experiment.’</p> <p>*Recognise that soils are made from rocks and organic matter.</p> <p>*Compare different soils.</p>	<p><u>Animals, including humans (start in Spring 2nd and finish in Summer 1)</u></p> <p>*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</p> <p>*Healthy food plate</p> <p>*Food groups and what our body gets from each food group</p> <p>*Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>*Identify bones in the human skeleton</p> <p>* How do muscles work?</p>

	<p><u>Forces and magnets - Autumn 2</u> * Forces are push or pulls *Gravity – Sir Isaac Newton, friction cars on a ramp. *Notice that some forces need contact between two objects, but magnetic forces can act at a distance *Observe how magnets attract or repel each other and attract some materials and not others *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials *Describe magnets as having two poles *Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p><u>Light (summer 2)</u> *Name sources of light *Identify that some light is reflected from surfaces Understand how a shadow is created *Find patterns that determine the size of shadows – measure shadows *Understand opaque, translucent and transparent</p>
History	<p><u>Ancient Egyptians</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – Ancient Egypt</p> <ul style="list-style-type: none"> • A study of Egyptian life and customs • Evidence and the legacy of the Egyptians • Visit to New Walk Museum 	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> *Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae *Bronze Age religion, technology and travel, e.g. Stonehenge</p>	<p><u>Changes in Britain from the Iron Age to the Bronze Age</u> *Iron Age hill forts: tribal kingdoms, farming, art and culture *Local study – evidence of Iron Age in Midlands eg; Bradgate park *Trip to Beaumanor Hall to learn about the Celts.</p>
Geography	<p><u>Countries and cities of the UK</u></p> <ul style="list-style-type: none"> • An overview of where the UK is – place in world context. Use terms equator, northern hemisphere, southern hemisphere • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Water in Leicestershire</u></p> <ul style="list-style-type: none"> • Compare water in Leicestershire with other areas of UK • Study the reasons for flooding, effects and suggested solutions <p><u>Local study – measuring rainfall</u></p> <ul style="list-style-type: none"> • Comparison of rainfall in various areas of UK. Measure rainfall. 	<p><u>Countries and cities of the UK</u></p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Leicestershire land use • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

			Trip to Foxton Locks
RE	<p><u>What do different people believe about God?</u> A Worldview and multifaith topic. In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: How do the beliefs discussed relate to my own life and that of my friends? Key concepts covered are: What are your own views and ideas about God/Goddesses? What is hard to talk about and why? Why do some people believe and some don't? What do people with Worldviews think? What do Sikhs believe about God and Gurus? What do Hindus believe about Gods/Goddesses? What do Muslims believe about Allah? What do Christians believe about God? What are Buddhist beliefs?</p>	<p><u>What does it mean to be a Christian in Britain today?</u> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which objects are important to you and why? Which actions at home are important to you and your family? Which activities are important to you outside the home and why? How do you or your classmate worship God? Is your own or your classmates worship similar or different to a Christians worship? How do you and your family help others? Key concepts covered are: What does it mean to be a Christian in Britain today? With a study of the following areas: Families Churches Communities Worldwide What are the benefits and challenges of being a Christian in Britain today?</p>	<p><u>Why do people pray?</u> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Who helps you when things go wrong? Choosing one person, how does that person help you? Why do people talk? What are your own thoughts on prayer? Key concepts covered are: Why do some people pray? Why is this important to them? Why do some people say prayer is helpful? Why do some people say prayer is difficult? Which objects or symbols do people in different religions use when they pray? What words can people use when they pray? How is prayer similar and different for different people in different religions? This topic will focus on the religions and Worldviews represented within the class.</p>
DT	<p><u>Structures – Shelters</u></p> <ul style="list-style-type: none"> Investigating exiting shelters – How well has the shelter been made? -Why/ what have materials been chosen? -what methods of construction have been used? -what is the purpose/ use of the shelter? Make a mini model of a shelter and test with fan, watering can etc. 	<p><u>Product/ Packaging – Healthy Cereal bars (Main DT unit)</u></p> <ul style="list-style-type: none"> Investigate the graphic design of an existing package for sale -marketing of the product -design of the information on the package -persuasive text -Innovations: using their own ideas and improving products Using the design criteria to produce ideas for their own package 	<p><u>Mechanisms – Pulleys</u></p> <ul style="list-style-type: none"> How to use learning from science to lift a load Investigate how do they work, what do we use them for Construct a simple pulley using rope over a horizontal bar- to raise an object off the ground Use the correct technical vocabulary for the unit of work Design and test in real situation (Play/Build/Make own/Evaluate)

	<ul style="list-style-type: none"> -Can shape, form and model a structure -Build and select tools to build -Join materials and use tools -cut and measure -Evaluate the structure and suggest ways in which it can be improved • Trip to Brocks Hill Park to build shelters. -Applying skills to a large-scale model -following safety procedures -Evaluate the structures 	<ul style="list-style-type: none"> • Consider the views of others including the consumer to improve the design • Formulate a final design which includes the main features of the package design • Using the design criteria to evaluate their completed product • Skills associated – Folding Cutting Graphic designs: text size, font, colours, eye catching Persuasive writing 	<ul style="list-style-type: none"> • Use i-pads to develop understanding of how pulleys work 'Invention 1&2' app
<p>Food Technology</p>	<p><u>Scones</u></p> <ul style="list-style-type: none"> • Food hygiene - Talk about what needs to be done to work safely and hygienically • Weigh and measure ingredients with scales • Mixing, rubbing in, kneading, rolling out, cutting with pastry cutters • Baking and timing • How to use a heat source (safely) • Discuss the ways in which food processing can affect the taste, appearance, texture and colour of the food (Over working the dough, adding too much or too little of one of the ingredients) <p><u>Christmas biscuits- Shortbread</u></p> <ul style="list-style-type: none"> • Food hygiene - Talk about what needs to be done to work safely and hygienically • Weigh and measure ingredients with scales • Mixing, rubbing in, rolling out, cutting with pastry cutters 	<p><u>Product – Healthy Cereal bars (Main DT unit)</u></p> <ul style="list-style-type: none"> • Linked to D/T topic • Planning ingredients needed to make their cereal bars -reading existing recipes and adapting -choosing flavour combinations • Preparing food safely and hygienically -chopping, mixing • Discussing where does our food come from? -How is it grown? -Where is it grown? -Food miles • Healthy diet is made up of a variety and balance of different foods and drinks -Focus on healthy cereal bars to provide energy for the body -reducing sugar in our diet • Using tools safely -sharp knives for dicing fruits -Peeling fruits -mixing ingredients <p><u>Soup-</u></p>	<p><u>Vegetable pasta/ rice</u></p> <ul style="list-style-type: none"> • Where does food come from? -seasonal food -how is it grown? -how is food processes into ingredients that can be cooked? • Preparation of food -peeling -slicing -chopping -grating • Adapting recipe for taste -plan and choose ingredients to make their dish their own. <p><u>Fruit Smoothie</u></p> <ul style="list-style-type: none"> • Where does food come from? • Preparation of food -peeling -slicing -chopping -grating -blending

	<ul style="list-style-type: none"> • Baking and timing • How to use a heat source (safely) • Design a Christmas box 	<ul style="list-style-type: none"> • Healthy eating • Using tools safely <ul style="list-style-type: none"> -sharp knives for dicing vegetables -Peeling vegetables Preparing vegetables • Cooking techniques <ul style="list-style-type: none"> -sauté vegetables -simmer -blend with hand blender 	<ul style="list-style-type: none"> • Adapting recipe for taste <ul style="list-style-type: none"> -plan and choose ingredients to make their dish their own. • Planning a healthy diet
Art	<p><u>Portraits</u></p> <ul style="list-style-type: none"> • Can use coloured pencils with increasing confidence • Can create sketches to record their observations <p><u>Egyptian – silhouettes</u></p> <ul style="list-style-type: none"> • Can use paint and equipment correctly <ul style="list-style-type: none"> -wash technique • Can use colour washes to build up layers of colour • Collage <ul style="list-style-type: none"> -cut out shapes for a silhouette <p><u>Andy Warhol –Printing and painting</u></p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. • Can use equipment and media with increasing confidence. • Can create a repeating pattern • Can print two colour overlays 	<p><u>Antony Gormley – sculptor</u></p> <ul style="list-style-type: none"> • Explore <ul style="list-style-type: none"> -can create sketches to record their observations -sketch body shape, positions, body proportions. • Draw the outline of a simple figure • Evaluations <ul style="list-style-type: none"> -can comment on difference and similarities in their own and others work • Can shape, form, model and construct from observations • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Plan, design and make clay models. <p><u>Melody Johnson quilt (Brusho and oil pastels)</u></p> <ul style="list-style-type: none"> • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Select and record from first hand observation, experience and 	<p><u>Lindsey Hambleton UK landscapes</u></p> <ul style="list-style-type: none"> • Use a range of tools to apply paint and create pattern • Combine paint and other materials effectively to create detail and text • Mix shades of primary and secondary colours • Identify complimentary colours • Begin to explore perspective by overlapping lines and shapes, and by blurring the edge of distant shapes • Use line drawing to show the size and relationship of shape • Use a view finder to isolate and record parts of an image <p><u>Additional art ideas</u></p> <ul style="list-style-type: none"> • Indian artwork – elephants - Cultural differences • Patterns in art

	<ul style="list-style-type: none"> • Can relief and impressed printing processes • Can use language appropriate to the skill • Use ICT. 	<p>imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	
ICT	<ul style="list-style-type: none"> - Research and development and E - Awareness - Handling Data and interpreting data using database program - Communication: through art – creating a piece of art using ICT tools, using green screen then adding costumes to pretend they are Egyptians. - Andy Warhol- image editing - Create a family crest –linked to British values 	<ul style="list-style-type: none"> - Modelling and simulation: exploring the effect of changing variables in models of real life situations, eg: the effect of using different rocks and soils - Control: using Beebot virtually to navigate through different environments - Communication through text: presenting information using text, images through formatting. 	<ul style="list-style-type: none"> - Communication – video and sound: using recording software to prepare a news report – ‘Ice Palace’ - Production of maps to show different use of land throughout Leicestershire and the UK - Newspaper report – ‘Ice Palace’
PE	<p><u>Games: Ball skills</u></p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball to show control • Can throw, catch a ball using different types of passes 	<p><u>Orienteering linked to geography- Stonehenge</u> <u>Games: Basket ball</u></p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball to show control • Can choose good places to stand when receiving, and give reasons for their choice 	<p><u>Games: tennis, cricket, T-ball and athletics</u></p> <ul style="list-style-type: none"> • Can choose good places to stand when receiving, and give reasons for their choice • Can choose and use batting or throwing skills to make the games harder for their opponents

	<ul style="list-style-type: none"> • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Can hold the hockey stick correctly and safely • Can dribble the ball correctly and with control • Can pass to a partner using a stop-adjust -push method • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder • Can design small games with rules <p><u>Gymnastics unit 1 (indoor) pathways</u></p> <ul style="list-style-type: none"> • Understanding the quality of their actions, body shapes and balance • Considering the importance of strength • Reflecting on how their body positioning can be improved <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina 	<ul style="list-style-type: none"> • Can use a range of skills to keep possession and make progress towards a goal, on their own or as part of a team • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder <p><u>Dance- concerts/ class assemblies</u></p> <ul style="list-style-type: none"> • Can improvise freely • Can create and link phrases using simple dance structure • Can perform dances with an awareness of rhythm on their own or as part of a group <p><u>Gymnastics unit 2 (indoor) arching and curving</u></p> <ul style="list-style-type: none"> • Can improve the quality of their actions, body shapes and balance • Knows the importance of strength • Can evaluate their work and quality of performance • Assessing peers performances and giving constructive feedback on how to improve. <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina 	<ul style="list-style-type: none"> • Team games • Hitting and striking skills • Can, in pairs, make up a game and play a simple rallying game • Can perform the basic skills needed for the games with control and consistency <p><u>Gymnastics unit 3 (indoor) linking moves</u></p> <ul style="list-style-type: none"> • Can improve the quality of their actions, body shapes and balance • Knows the importance of strength • Can evaluate their work and quality of performance • Peer and self-assessment and evaluation to develop and improve performances <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina
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<p>Music</p>	<p><u>Singing:</u> Christmas concerts, assemblies</p> <p><u>Diosing:</u> (Rotation over three terms each class has its own focus)</p> <ul style="list-style-type: none"> • Sing with increased expression • Sing with breathing and diction • Explore ways in which sounds can be combined and used expressively • Perform with control of pulse and awareness of what others are playing • Pitch, duration, dynamics, tempo, number of beats • Use simple musical vocabulary to describe both sounds and the way they are produced • Develop awareness of rounds, call and response, marching songs and sea shanties 	<p><u>Recorders:</u> Graphic notation- composition</p> <ul style="list-style-type: none"> • Learn simple musical notation • Learn how to play a few simple notes on the recorder • Perform long and short sounds in response to symbols • Create long and short sounds on an instrument • Play and sing phrase from dot notation • Make their own symbols as part of a class score • Perform with awareness of different parts 	<p><u>'Charanga' Music appreciation – Bob Marley</u></p> <ul style="list-style-type: none"> • Identify melodic phrases and play them by ear • Recognise rhythmic patterns • Perform with awareness of different parts • Sing with breathing and diction • Explore a range of musical genre • Listen and Appraise the song Three Little Birds and other songs: Three Little Birds by Bob Marley , Jamming by Bob Marley , Small People by Ziggy Marley • Musical Activities -The children will be using instruments during this section of the unit
<p>Spanish</p>	<p>Content: Can I follow classroom instructions given in Spanish? Can I demonstrate knowledge of the basic phonic sounds of Spanish? Can I greet someone appropriately?</p> <p>Skills focus: Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling.</p>	<p>Content: Can I use numbers to 12? Can I say how old I am? Can I describe what's in my pencil case?</p> <p>Skills focus: Pupils learn numbers to 12, and this is reinforced with basic maths skills of addition, subtraction and number bonds to 12. They are introduced to some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>Content: Can I name some common animals and describe them using colours</p> <p>Skills focus: The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours. The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p>

<p>RSE</p>	<p><u>Class sessions</u> School Council representative Class rules include: discussions about respectful relationships and how to create caring friendships Science/PE – focus on how to work well in groups/teams. RE: Respectful relationships - each person has the right to their own beliefs, values and traditions. Mental wellbeing: Anti-bullying week -Weekly assemblies (throughout the year focusing on emotions and appropriate behaviours)</p> <p><u>Enhancement sessions</u> Autumn 1: Personal safety: Road safety Autumn 2: Health and prevention: Importance of sleep and good hygiene including oral hygiene.</p>	<p><u>Class sessions</u> Families and people who care for me: Literacy – ‘Finding Nemo’ links – discussion about relationships in families Respectful relationships: RE - Which actions at home are important to you and your family? Respecting other families traditions. Mental well-being: Mental well-being week Healthy eating: Food technology discussing the importance of planning and making healthy meals/snacks.</p> <p><u>Enhancement sessions</u> Spring 1: Internet Safety – whole school linked to Internet Safety Day) Being safe – looking at the concept of privacy and who to turn to if you’re feeling unsafe/unhappy. Spring 2: Water Safety linked with assembly before Easter holiday when many of our children go abroad</p>	<p><u>Class sessions</u> Healthy eating: Science – focusing on a healthy balanced diet and the importance of this. Physical health and fitness: Sports day, emphasise importance of regular exercise. Health and prevention: Science (Light) -safe and unsafe exposure to the sun and how to reduce the risk of sun damage. Water safety – trip to Foxton Lock</p> <p><u>Enhancement sessions</u> Summer 1: Mental well-being: Focusing on awareness and managing emotions. Benefits of physical exercise and self-care (rest, spending quality time with family and friends) Summer 2: Economics</p>
<p>Trips</p>	<p>Sept Brocks Hill Country Park- Shelter building Oct New Walk Museum- Egyptians</p>	<p>Beaumanor Hall- The Celts (History)</p>	<p>Foxton Locks- Geography</p>