



## Year 3 Curriculum Plan 2023-2024

**'It's ultimately the purpose of education to cultivate the love of learning for its own sake'**

**Curriculum Intent:**

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: **Cultural Diversity, Curiosity, Community, and Character.** These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>School values</b>	School vision	care	aspire	respect	excel	reflect
<b>Learning Powers</b>		resilience	co-operative	reflective	Curiosity	
<b>British Values</b>	Democracy	Rule of law	Respect	Tolerance	Individual Liberty	
<b>Educational Visits</b>	Cheddar Caves			Visit to Caerleon Roman Museum		
<b>WOW Events</b>		Iron Age Arts and Crafts	Roman Art & DT Day		Investigating trees in the school grounds	Rainforest art and crafts
<b>Topic (Enquiry Question)</b>	<b>Learning Rocks</b> How did life change from the Stone Age to the Iron Age?		<b>Romans on the Rampage</b> How did the Romans transform Britain?		<b>Remarkable Rainforests</b> Why is the Amazon rainforest disappearing?	
<b>Key Texts (Key topic text)</b>	The Wild Robot The Tunnel Stone Age Boy Life in the Stone Age (various non-fiction books)	The Iron Man	How to be a Roman Soldier in 2 easy stages Across the Roman Wall	Escape from Pompeii Earth Shattering Events	Mr Penguin and the Lost Treasure The Tin Forest The Kapok Tree Mufaro's Beautiful Daughters Zoo	The Tin Forest
<b>Purposeful outcome/showcase</b>	Class book about life the Iron Age. Gallery of cave paintings		E-book about Hadrian's Wall to share with Year 2		Moving poster about the rainforest and the animals that live there.	
<b>English</b>						
<b>Writing Genre &amp; Outcome</b>	Narrative – warning tale Non-chronolglcal report Narrative – beating the monster	Recount Poetry – linked to SLN competition Narrative – suspense	Instructions Narrative – beating the monster Explanation	Poetry – rap poems Narrative – journey/quest	Narrative - adventure Persuasion Poetry – poems about animals	Discussion Narrative – wishing tale Poetry – classic poems
	Outcome: to write a jouney narrative inspired by The Tunnel. Write a non-chronological report about life in the Iron Age.	Outcome: to write an over coming the monster narrative inspired by The Iron Man.	Outcome: to write a suspense narrative inspired by Zelda the Rain Cat.	Outcome: to write an over-coming the monster narrative using dialogue. An explanation about how volcanoes are formed.	Outcome: to write a quest story based on Mr Penguin. To discuss whether animals should be kept in zoos.	Outcome: to write an opening based on The Tin Forest. Create a persuasive poster about saving the rainforest.

		Write a newspaper report recounting chapter 5 of the Iron Man.	Write instructions explaining how to be a Roman Soldier.			
<b>Vocabulary, Grammar and Punctuation</b>	Extend the range of sentences with more than one clause by using a wider range of conjunction, including when, if, because, although  Using conjunctions, adverbs and prepositions to express time and cause.	Using fronted adverbials.  Using a comma after a fronted adverbial	Using fronted adverbials.  Using a comma after a fronted adverbial  Indicate possession by using the possessive apostrophe with plural nouns	Using and punctuating direct speech  Extend the range of sentences with more than one clause by using a wider range of conjunction, including when, if, because, although	Using conjunctions, adverbs and prepositions to express time and cause.  Using the present perfect form of the verbs in contrast to the past tense  Using a comma after a fronted adverbial	Indicate possession by using the possessive apostrophe with plural nouns  Using and punctuating direct speech
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Adding suffixes to number root word</li> <li>• Add vowel suffix ing</li> <li>• Add vowel suffix ed</li> <li>• Past tense of irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Add ly to root words</li> <li>• Add ly to root word with change</li> <li>• Add vowel suffixes er/est</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling polysyllabic words with double consonants</li> <li>• Months of the year</li> <li>• Add ous to nouns to form adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Using apostrophe to show possession</li> <li>• Prefix re</li> </ul>	<ul style="list-style-type: none"> <li>• /i/k at the end of polysyllabic words ending in ic</li> <li>• Add itty to adjectives to form nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Plurals of nouns ending in f, fe, ff</li> <li>• Adding ation/ication to form nouns from verbs</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>					
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating</li> </ul>	<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>

			and responding to comments			
<b>Maths</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a 3- digit number (100s, 10s, 1s)</li> <li>• compare and order numbers up to 1,000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1,000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s</li> <li>• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s</li> <li>• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• 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</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm);</li> <li>• measure the perimeter of simple 2-D shapes</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole [for example, + = ]</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole [for example, + = ]</li> <li>• compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• 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, am/pm, morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example, to</li> </ul>	<p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that 2 right angles make a half-turn, 3 make threequarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul>

		correspondence problems in which n objects are connected to m objects			calculate the time taken by particular events or tasks]	
<b>Science</b>	<b>Rocks and Soils</b> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size or shadows change</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other depending on which poles are facing</li> </ul>		<b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants</li> <li>• Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants</li> </ul>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>• Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food to get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support protection and movement</li> </ul>
	Outcome: investigating different types of soil.	Outcome: investigating the best conditions and materials to create shadows.	Outcome: to use our knowledge of magnetic force to create a magnetic game.		Outcome: to work scientifically to explore the requirements of plants for life and growth.	Outcome: to use our knowledge of muscles and the skeleton to investigate if people with longer femurs can jump further
<b>Computing</b>	<b>Multimedia</b> Multimedia (Unit 3a) <ul style="list-style-type: none"> <li>• I can create different effects with different technology tools.</li> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can evaluate my work and improve its effectiveness.</li> </ul> <b>Technology in our Lives (Safe Searching)</b> <ul style="list-style-type: none"> <li>• Use search tools to find and use an appropriate website</li> <li>• Think about whether I can use images that I find online in my own work.</li> </ul>	<b>Programming (Unit 1)</b> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use repeat commands.</li> </ul>	<b>Multimedia (1)</b> My ebook <ul style="list-style-type: none"> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can use appropriate keyboard commands to amend text on my device.</li> <li>• I can evaluate my work and improve its effectiveness.</li> </ul>	<b>Programming 4</b> Bounce my Scratch I can break an open-ended problem up into smaller parts. <ul style="list-style-type: none"> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use repeat commands.</li> <li>• I can describe the algorithm I will need for a simple task.</li> <li>• I can detect a problem in an algorithm which could</li> </ul>	<b>Multimedia</b> <b>Stop, Motion, Animation</b> <ul style="list-style-type: none"> <li>• I can create a storyboard that has a clear beginning, middle, and end</li> <li>• I can create smooth movement in my animation</li> <li>• I can make some improvements to my animation</li> <li>• I can add some additional media</li> <li>• I can evaluate how successful I was in meeting the task requirements</li> </ul>	<b>Handling Data</b> My Top Trump Database I can talk about the different ways data can be organised. <ul style="list-style-type: none"> <li>• I can search a ready-made database to answer questions.</li> <li>• I can collect data help me answer a question.</li> <li>• I can add to a database.</li> <li>• I can (help) make a branching database.</li> </ul> <b>Technology in our Lives</b> Use search tools to find and use an appropriate website Think about whether I can use images that I find online in my own work

		<ul style="list-style-type: none"> <li>I can describe the algorithm I will need for a simple task.</li> </ul>		result in unsuccessful programming.		
	Outcome: creating a booklet about Skara Brae	Outcome: creating an interactive story with more than one Sprite.	Outcome: creating an e-book about Roman Britain.	Outcome: creating a basketball training 'video'	Outcome: to create a rainforest animation using characters created in art	Outcome: creating a database about rainforest animals
<b>Online Safety</b>	I am kind and responsible		I am safe and secure		I am healthy .	
<b>History</b>	<p><b>The Prehistoric World: Stone Age to Iron Age</b>  <b>Enquiry Question: How did life change from the Stone Age to the Iron Age?</b>  <b>Historical enquiry</b>  I can explain how archaeologists use artefacts to learn about the past.</p> <ul style="list-style-type: none"> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul> <p><b>Historical understanding</b></p> <ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I can describe the main features and developments of each of the eras of prehistory.</li> <li>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>I know that prehistory spans millions of years.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic</li> </ul>		<p><b>Invaders and Settlers: Romans</b>  <b>Enquiry Question: How did the Romans transform Britain?</b>  <b>Historical enquiry</b>  I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain</p> <p><b>Historical understanding</b></p> <ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Invade • Settle • Roman Empire • Emperor • Revolt</li> </ul>		<p><b>British History Heroes</b>  <b>Enquiry Question: Who has been the most influential British History Hero?</b>  <b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>I can consider different points of view about a historical event and significant British hero of history • I can gather information from books, texts and pictures</li> </ul> <p><b>Historical understanding</b></p> <ul style="list-style-type: none"> <li>I know what a hero is. • I can explain what the Transatlantic Trade was • I know why William Wilberforce was considered a hero • I can describe prisons in the early 19th Century and explain who Elizabeth Fry was and what she did • I can describe working life for children in the Victorian era and Lord Shaftesbury's involvement with this. • I know who Mary Seacole is her achievements in the Crimean War. • I understand the roles of women in the 19th Century, in particular Emily Pankhurst • I know who Winston Churchill was and his role in the victory in WWII • I can suggest what might have happened if any of these British heroes had not existed.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I can place significant in chronological order • I can place significant people on a timeline.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Slavery • Crimean War • Victorian Britain • Chimney sweep • Reform • Industrial Revolution • Suffragette</li> </ul>	
	Outcome: to compare life in the Stone Age to life in the Iron Age		Outcome: to create a poster/ebook showing the lasting impact of the Roman Empire on Britain.		Outcome:	
<b>Geography</b>	Settlements Enquiry Question: Where would I want to settle?		Volcanoes Enquiry Question: Why do people choose to live near volcanoes?		The Rainforest Enquiry Question: Why are the rainforests disappearing?	
	Outcome:		Outcome: to explain about how volcanoes are formed. To identify human and physical features of Italy.		Outcome: to use field work skills to investigate Kingswood and compare to the Amazon Rainforest.	

<b>DT</b>		Shell Structures	Textiles		Levers and Linkages	
		Outcome: Christmas Gift Box	Outcome: Roman Purse		Outcome: moving rainforest poster	
<b>Art &amp; Design</b>	Gestural drawing with charcol linked to cave paintings			Paint, cloth, thread	Making animated drawings	Henri Rousseau/John Dyer– Jungle/Rainforest Painting
	Outcome: cave painting using pastel and charcol Drawing own character for a story			Outcome: volcano image using thread	Create moving animal to use in Computing and DT projects	Outcome: Henri Rousseau inspired jungle picture using paint, cloth and thread
<b>Music</b>	How does music bring us closer together?	What Stories Does Music Tell Us About The Past?	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind, Replay
<b>RE</b>	Diwali AMV – A&D •learn about the events and meanings in the story of Rama and Sita. •learn about the diya and why it is important in the Diwali story. •learn about some of the preparations for Diwali. •learn about the purpose of creating rangoli patterns. •find out about Lakshmi and how Hindus celebrate Diwali at home.	Jewish Celebrations AMV- A&D •recap facts about Judaism and Jewish beliefs. •find out about the Jewish festival of Passover. •find out about the Jewish festival of Sukkot. •find out about the festival of Purim. •find out about the festival of Hanukkah. •find out about the festival of Rosh Hashanah.	What do we know about Jesus? AMV – B&E •learn that representations of Jesus vary and to explore some of the reasons for this. •learn that pictures of Jesus tell us about people’s personal beliefs about him. •find out what Jesus was like as a person from the Gospels. •explore other people’s view of Jesus from the Bible. •explore the symbolic language used to describe Jesus in the Bible •consolidate knowledge of Jesus and reflect on your own response to what we have found out about him	Signs and symbols •explore the meaning of signs and symbols. AMV – B&E •find out how symbolic food can be used to remember important events. •explore and interpret religious metaphors. •learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. •learn about some common symbols within a place of worship.	Sikh rites of passage AMV – C&D •find out who Sikhs are and what they believe. •find out about the naming ceremonies of Sikh children. •find out about the Sikh baptismal ceremony of Amrit. •find out about Sikh marriage ceremonies. •find out about Sikh funerals and beliefs on life after death.	Islamic rites of passage AMV – C&D •understand what Islam is and what the five pillars are. •explore Muslim birth ceremonies and naming days •find out about the Islamic marriage ceremony. •find out about Muslim funeral ceremonies •understand the importance of the Hajj for a Muslim person.
<b>PSHEC</b>	Being me in the world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b>PE</b>	Multi-skills with Sports Coach Stone Age Dance	Netball and Basketball with Sports Coach Gymnastics -shape	Football and Rugby with Sports Coach Swimming	Gymnastics and tennis with Sports Coach Swimming	Rounders and Cricket with Sports Coach Maypole Dancing	Athletics with Sports Coach Bat and Ball Games
<b>French</b>	<b>Phonetics Lesson 1 I am Learning French</b> •Pinpoint France and other French speaking	<b>Les saisons</b> •Recognise, recall and remember the four seasons in French.	<b>Les instruments</b> Recognise, recall and spell up to ten instruments in French with the correct	<b>Les Fruits</b> • Name and recognise up to 10 fruits in French.	<b>Les glaces</b> Name and recognise up to 10 different flavours for ice creams.	<b>Petit Chaperon Rouge</b> • Sit and listen attentively to a familiar fairy tale (Little Red Riding

	<p>countries on a map of the world</p> <ul style="list-style-type: none"> <li>•Ask and answer the question 'How are you?' in French</li> <li>•Say 'Hello' and 'Goodbye' in French</li> <li>•Ask and answer the question 'What is your name?' in French</li> <li>•Count to ten in French</li> <li>Say ten colours in French</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise, recall and remember a short phrase for each season in French.</li> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<p>definite article/determiner.</p> <ul style="list-style-type: none"> <li>•Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>• Learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for an ice-cream in French using 'je voudrais'.</li> <li>• Say what flavour they would like.</li> <li>• Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>	<p>Hood) in French.</p> <ul style="list-style-type: none"> <li>•Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>•Name and spell at least three parts of the body in French as seen in the story.</li> </ul>
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