



AUTUMN TERM CURRICULUM PLAN

YEAR GROUP 3

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	<p>Trip to the Black Country Museum.</p>
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<p style="text-align: center;">SCIENCE</p>		
<p>Key Learning Point – Skills</p>	<p>Key Learning Point – Knowledge</p>	<p>Vocabulary</p>
<p>I can make systematic and careful observations (light with torches, rocks, magnets, plants) I can take accurate measurements, where appropriate, using standard units (length of shadow experiment) I can use a range of equipment, including thermometers and data loggers (torches, rules, I can record my findings using: • simple scientific language (which is the best rock, fossil formation, all topics) • drawings, labelled diagrams (light – shape of shadow, types of soil, plants) • keys, (animal skeletons, parts of a plant, • bar charts (length of shadow, plant growth, water transportation) • tables (length of shadow, best rock, magnetic materials) I can report on findings from</p>	<p>Rocks • Group together and compare different types of rocks based upon their appearance and physical properties. 1. What is a rock? Compare and group together different types of rocks (sandstone, marble, limestone, slate, granite) based on their appearance and physical simple properties: texture, appearance, size and weight. 2. Which is best suited to make steps down into the coal mine? Comparative experiment, record in a table and conclusions based on scientific observations (focus on hardness, durable and permeable). Which would be the best rock for..... allow the children to fill in the question and answer based on their knowledge. 3. Conduct a rock hunt around the local area (St Aiden’s church) to find out how rocks change over time –</p>	<p>Rocks Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water: permeable, impermeable, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil, igneous, sedimentary, metamorphic Light Light, light source, dark, absence of light, transparent,</p>

<p>enquiries, including:</p> <ul style="list-style-type: none"> • oral explanation (light, all topics) • written explanations (light, rocks, forces, magnets, animals, skeletons, • displays or presentations of results (fossil formation, plants and water) • conclusions (light, best rock, best soil, magnet poles, plants) <p>I can ask relevant questions and use different types of scientific enquiry to answer them:</p> <ul style="list-style-type: none"> • Can the shadow change shape? • Which rock is best suited to make steps down into the coal mine? • Which is the best rock for.....? • Which soil is best for plant growth? • How many different ways can you make the paper clip move?, 	<p>look at weathering (sandstone vs marble). Not an experiment over time, but looking at the effects of.</p> <ul style="list-style-type: none"> • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. <ol style="list-style-type: none"> 1. Watch BBC learning clips and recount the process of fossil formation. Make fossil using playdough, layers and water – observation over time. • Recognise that soil is made from rocks and organic matter. 2. Classifying experiment: using a bottle of water and soil, shake, and watch to see the separation. 3. Create a labelled diagram in instruction to show what soil is made from. 4. Look at different types of soil (chalky, clay, sandy, peat), show a labelled diagram and predict which would be best to grow a plant in (link to YR/1/2 plants). Conduct experiment over time and draw conclusion. <p>Scientist: Geologists (link to palaeontologist – study earth history and fossils) Mary Anning (fossils). Leonardo da Vinci (also a scientist who discovered how sedimentary rocks and fossils are formed). Soil scientist (why this type of job is important – farming, growth, agriculture etc.) Light</p> <ul style="list-style-type: none"> • Recognise that we need light to see in order to see things and that darkness is the absence of light. <ol style="list-style-type: none"> 1. Using experiment with torches and making the classroom as dark as possible. Use boxes with options to increase the light to try and guess objects inside. • Notice that light is reflected from surfaces. 1. Watch BBC clip showing the different between glow in the dark and reflective surfaces (note reflective material was first invented in the 1940s to increase visibility on roads). 2. Again, use the boxes with brighter coloured objects and some reflective options to prove this theory. 	<p>translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous,</p>
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	<ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. <p>1. Link to Y2 knowledge of everyday materials and discuss which material would be best to use to make sunglasses – write conclusion.</p> <ul style="list-style-type: none"> • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. <p>1. Use torch and objects to block the light and comment on what is happening. Use the scientific conclusion writing.</p> <ul style="list-style-type: none"> • Find patterns in the way that the size of shadows change. <p>1. Can I make a shadow change shape? Using torches change the height of the light source to change the length of the shadow, commenting on the shadow still retaining the shape of the object from previous lesson learning.</p>	
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HISTORY		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study <p>unit and passing of time</p> <ul style="list-style-type: none"> • Sequence several events or artefacts • Place events from previous areas of study, on a timeline to present day. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Compare my daily life to that of a child going down the mines • Explain some of the living and working conditions of children who worked down the mines. • Explain what led to the change in working conditions for children in mining. • Explain what change occurred with children’s working conditions. <p>Interpretations of history</p> <ul style="list-style-type: none"> • Identify and give reasons for different 	<p>Industrial revolution</p> <ul style="list-style-type: none"> - Grace Darling - 1066 - Norman conquest - Mary Seacole - Florence Nightingale -Marco Polo <p>this can be added to throughout the unit to include:</p> <ul style="list-style-type: none"> - 1833 Factory Act, - 1842 Mines act, Lord Shaftesbury - Huskar Pit Disaster 4th July 1838 <p>Know how mining affected Cannock and why it was important to our community.</p> <ul style="list-style-type: none"> -Jobs -Families -Infrastructure -Education -Jobs -Life expectancy -Pay • Role of children in mines and in factories <p>Littleton Mine memorials</p> <ul style="list-style-type: none"> • Mining museum in Hednesford • Tracks 	<p>Periods of History</p> <p>Similarities and differences</p> <p>British Empire</p> <p>Safety</p> <p>Diet</p> <p>Health</p> <p>Primary sources</p> <p>Secondary sources</p> <p>Artefacts</p> <p>Industrial revolution</p> <p>Shaft</p> <p>Mining</p> <p>Seam</p> <p>Coal face</p> <p>Coal</p> <p>Pit pony</p> <p>Bell bit</p>

<p>ways in which the past is represented</p> <ul style="list-style-type: none"> • I can name some significant events in our local history, place events about the rise and downfall of the mines and the impact it had on the town. • Know what evidence is left around our locality which shows mining was a major industry here <p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research • Explain what information from the sources of information lead me to a conclusion about the past. 	<ul style="list-style-type: none"> • Bell pit <p>Know how energy and fuel use has changed and the reasons behind it. (From coal to renewable, environmentally friendly energy sources)</p> <p>- use of coal</p> <p>What is a primary source? Different types: e.g.</p> <ul style="list-style-type: none"> • Letters (written at the time) • Artefacts • Pictures (from the time) • What can we learn about history from these sources? • Draw conclusions from artefacts • I know this because... 	
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GEOGRAPHY		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Explain some of the impact mining had on our community. • Describe and compare the features of different places and explain why they are there. • Locate and name counties and cities of the UK <p>Human and physical geography</p> <ul style="list-style-type: none"> • Explain different ways we get our energy from today. • Recognise how people try to improve and sustain environments. • Explain reasons for some of my ideas and for my views and judgements about places and environments. <p>Geographical skills and fieldwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Know the significant cities within Staffordshire - Know that different places can have both similar and different features. - Stoke on Trent and Lichfield. - Name significant cities in England. - London, Birmingham, Manchester - Identify characteristics of famous landmarks of England – Dover cliffs, Blackpool tower, Windsor Castle, Hadrian’s Wall. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Know about the need for renewable energy. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Identify the counties within Staffordshire. Cannock Chase, Lichfield, South Staffordshire, Staffordshire Moorlands, and the boroughs of 	<p>Local, Pit Shaft Coal face Sheet coal Mining Sedimentary rock Fissure Seam strata renewable energy. northwest, northeast, southeast, southwest,</p>

<ul style="list-style-type: none"> • Use the key on an Ordnance Survey map to locate features of the local area. • Explain where features on a map are using the 8 points of the compass. • Use aerial photographs to identify local counties 	<p>East Staffordshire, Newcastle-under-Lyme, Stafford, and Tamworth.</p> <ul style="list-style-type: none"> - Visit Cannock Chase to use map skills, compass knowledge, how environments are improved and sustained. Know how to use 4 and 6 figure grid references, symbols, and key to locate features. <p>Know that positions of features on a map can be described using compass points.</p> <ul style="list-style-type: none"> - Know the 8 compass points: North, northwest, northeast, east, south, southeast, southwest, west. 	
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RELIGIOUS EDUCATION		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol</p> <p>I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving</p>	<p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <ul style="list-style-type: none"> - I can start to say why Divali might bring a sense of belonging to Hindus. <p>I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <ul style="list-style-type: none"> • I can start to tell you what Christmas means to Christians 	<p>Divali</p> <p>Ramayana</p> <p>Rama</p> <p>Sita</p> <p>Lakshmi</p> <p>Rangoli patterns</p> <p>Diva lamp</p> <p>Puja tray</p> <p>Mandir</p> <p>Guru</p> <p>Amrit</p> <p>Khalsa</p> <p>Karah Prashad</p> <p>5 Ks</p> <p>Kirpan</p> <p>Kesh</p> <p>Kara</p> <p>Kangha</p> <p>Kachera</p> <p>Khanda</p> <p>Advent</p> <p>Incarnation</p>

gifts.	and what it means to me.	
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DESIGN TECHNOLOGY		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Food - Pasties</p> <p>Risk assessment – see Mick</p> <p>Explore</p> <ul style="list-style-type: none"> • I can explore, taste and evaluate different types of pasties. • I can apply the principles of a healthy and varied diet (link to Science Year 2). <p>Design</p> <ul style="list-style-type: none"> • I can think of ideas and plan what to do next, based on my experience of ingredients, balanced diet. • I can use pictures and labels to describe my designs. • I can write a list of ingredients and tools. • I can use a design criteria when creating my own design. <p>Make</p> <ul style="list-style-type: none"> • I can select appropriate use tools to cut, peel or grate ingredients safely and hygienically. • I can measure or weigh using electronic scales. • I can prepare ingredients hygienically using appropriate utensils. • I can measure and mark out to the nearest gram. • I can follow a recipe. • I can make pastry. • I can add filling to pastry • I can crimp the edge of my pastry to make a pasty. <p>Evaluate</p> <p>I can comment on similarities and differences between my own and others' work.</p> <ul style="list-style-type: none"> • I can identify what skills I have used. • I can identify how I can improve my own work. • I can test their product against the original design criteria. • I can evaluate the ongoing work and the final product with reference to the design criteria. <p>Example recipe for pastry: https://www.bbc.co.uk/food/recipes/shortcrustpastry_1278 Suggestion filling: cheese and potato, cheese and onion, vegetable.</p>	<p>Explore</p> <ul style="list-style-type: none"> - I know the origin of pasties. - I know what is a pasty is. - I know how to measure in grams. - I have knowledge of a healthy and varied diet. - I know what a balanced diet is. - I know the steps in a recipe to make a pasty. <p>Design</p> <ul style="list-style-type: none"> - I know what ingredients are needed to make a pasty. - I know what tools I need to make a pasty. - I know how to make pastry. - I can design what my pasties with look like. <p>Make</p> <ul style="list-style-type: none"> - I know and understand that clean hands prevent the spread of germs. - I know what using tools safely looks like. - I know what tools I need to carry out tasks. For example, a knife to cut, chopping board, hands to peel. - I know how to prepare different types of food. - I know how to assemble pasties. <p>Evaluate</p> <p>I know what the design criteria is.</p>	<p>Cut</p> <p>Peel</p> <p>Grate</p> <p>Ingredients</p> <p>Measure</p> <p>Weigh</p> <p>Prepare</p> <p>Hygiene</p> <p>Electronic scales</p> <p>Gram</p> <p>Utensils</p> <p>Crimp</p> <p>Healthy</p>

ART		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Drawing</p> <p>Draw a body in the correct proportions in standing and bent/ kneeling position.</p> <p>3D</p>	<p>Henry Moore</p> <p>Use a mannequin, Take real life photos and draw from real life and then manipulate mannequin to support drawing.</p> <p>3D</p> <p>Know how to form shapes.</p> <p>Artist</p>	<p>Sketch</p> <p>Charcoal</p> <p>Shading</p> <p>Figures</p>

<p>Use modelling wire to make a body shape, carefully covering with papier mache(models of miner –use Moore’s/ Lowry’s sculptures as inspiration).</p>	<p>Laurence Stephen Lowry https://www.bbc.com/bitesize/clips/z3gkq6f Henry Moore http://catalogue.henry-moore.org/search/miners Know about the artists L.S Lowry Know about the artist Henry Moore Compare the work of different artists. Discuss similarities and differences between my own work and others</p>	
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COMPUTING		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>E Safety Online reputation</p> <ul style="list-style-type: none"> • Explain how to search for information about others online. • Give examples of what people may or may not be willing to share online. • Explain who someone can ask if they are unsure about putting something online. <p>Data Handling</p> <ul style="list-style-type: none"> • Search a ready-made database to answer questions. • Add information into a digital database, save, open, edit and use to answer questions, • Explain some of the advantages to using a digital database. (able to search large amounts of data quickly, quick and easy to change data) • Debug problems in a database, 	<p>E Safety Online reputation</p> <ul style="list-style-type: none"> • Know what key words can be used for an effect search. • Know who to ask for help if unsure about putting something online. <p>Data Handling</p> <ul style="list-style-type: none"> • Know why a digital database is used. • Know how to add data to a database and how to save and reopen it. 	<p>E Safety Online reputation Search engine Personal information Trusted adult Data Handling</p> <ul style="list-style-type: none"> - Digital database - Save - Open - Edit - debug

PSHE
<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents, some married and some not • To recognise that families can look different from their families and that those differences should be respected • What makes a healthy family? – commitment to each other, care, time together, protection • that being part of a family provides support, stability and love and making sure that everyone is safe, healthy and feels cared for within the family • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy

or unsafe

- to use emotive vocabulary to describe how they are feeling.
- What is appropriate to share with friends, classmates, family and wider social groups including online – importance of rules
- about what privacy and personal boundaries are, including online and offline and the right to say no and not feel pressured.
- basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- that bullying and hurtful behaviour is unacceptable in any situation
- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying
- what to do and whom to tell if they see or experience bullying or hurtful behaviour
- the importance of kindness and feeling valued.

To recognise respectful behaviours e.g. helping or including others, being responsible

- how to model respectful behaviour in different situations e.g. at home, at school, online
- The importance of displaying our school rules of Ready, respectful and safe.
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

MUSIC

Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Performing</p> <ul style="list-style-type: none"> • Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Demonstrate the difference between pulse and rhythm by playing accompaniments to Get on Board with percussion instruments. • Add an ostinato to This Train to create the effect of a train. • Can direct others to start and stop using gestures. • Maintain a second part in a vocal or instrumental piece (train ostinato). • Sing rhythmically and expressively using a 	<p>Performing</p> <ul style="list-style-type: none"> • Know and sing: Hello, Get on Board, This Train, Starlight Express, When Christmas Comes to Town <p>Composing</p> <ul style="list-style-type: none"> • Understand how changes in pitch can be shown on a graphic score. • Understand graphic scores and how more than one sound can play at a time to create texture. <p>Aural awareness</p> <ul style="list-style-type: none"> • Listen to ‘Make me a Channel of your Peace’ sung in a church and ‘Happy Day’ sung by a gospel choir. • Know that hymns and gospel singing have distinctive sounds and performance features. 	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Dynamics</p> <p>Crescendo (getting louder)</p> <p>Diminuendo (getting quieter)</p> <p>Ritando (slowing down)</p> <p>Hymns</p> <p>Gospel</p> <p>Ostinato</p>

<p>limited range of notes of approximately an octave with increased control.</p> <p>Composing</p> <ul style="list-style-type: none"> • Choose instruments and playing techniques to accurately depict a story of a train travelling and stopping. • Record a composition using a graphic score to show note duration and timings • Add pitch names to graphic notation to make melodies. • Make four-bar rhythms using chime bars to accompany a movie clip (back on track Polar Express) include: melody, ostinato, percussion, voice sounds, crescendo and diminuendo, ritando (slowing down). <p>Aural awareness</p> <ul style="list-style-type: none"> • Recognise and describe the distinctive tone, tempo and mood of hymns and gospel music. • Compare songs from musical commenting on mood, pitch and tempo. 	<ul style="list-style-type: none"> • Know that musical theatre is a genre of music for storytelling. • Listen to 'Light at the End of the Tunnel' and 'Short Ride in a Fast Machine'. 	
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PHYSICAL EDUCATION		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Teamwork</p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else if giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. <p>Fitness</p> <ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can begin to understand my body and how muscles grow. - I can begin to understand the difference between feeling tired and lacking stamina or resilience. <p>Health and Safety</p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. 	<p>1 (Teamwork games)</p> <p>Star gates (4)</p> <p>L2</p> <p>Cat and Mouse (Activity 28)</p> <p>L3</p> <p>Don't hit the coconut (Activity 15)</p> <p>L4</p> <p>Cookie monster (18)</p> <p>L5, L6 & L7</p> <p>Named Block map</p> <ul style="list-style-type: none"> - I can identify where I am - I can find a given point - I can orientate the map where needed. <p>Gymnastics (Floor skills)</p> <p>L1 (Basic shapes)</p> <ul style="list-style-type: none"> - I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) - I can perform the 5 basic shapes when requested. 	<p>jump, hop, chassis step, straight half turn, cat leap)</p> <ul style="list-style-type: none"> - Balance (large and small body part, on apparatus matching and contrasting partner balances) - Rolls (crouched forwards roll, tucked backwards roll) - Jumps (straight, tuck, star, jumping jack, straddle, pike, straight half turn, cat leap) – jumps can start to be off apparatus. - Control - Coordination - Composition - Peer assess - Core muscles - Forwards roll

<p>-I can identify actions/areas that may be unsafe and explain why.</p> <p>- I can set up equipment and apparatus safely.</p> <p>Competition</p> <p>- I know what it is to win and lose.</p> <p>- I can win and lose with dignity.</p> <p>- I can congratulate the winner.</p> <p>- I can follow the rules of a game.</p> <p>I can work to beat my own personal best.</p> <p>Leadership - I can direct a partner or small group. - I can listen to others and take on board ideas.</p> <p>Healthy Lifestyle - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups) - I can understand why I need to exercise and why it is important. - I can take part in a warm-up and cool down and begin to explain why this is needed. - I can begin to find links between diet and exercise.</p> <p>Evaluation - I can make a positive comment on another's performance. - I can explain how I did something and self-evaluate.</p> <p>- I can say what went well and give an even better if. - I can explain how I did something to help someone else</p>	<p>- I can hold the shape for 3 seconds.</p> <p>- I can change the level of the shape (standing, sitting, lying)</p> <p>- I am starting to use my core muscles to balance on one foot, transferring my weight when moving.</p> <p>- I know how to control my body and make sure that I am coordinated. E.g. each part of my body work with each other</p> <p>L2 (Practising movements)</p> <p>- I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star)</p> <p>- I can perform the 5 basic shapes when requested.</p> <p>- I can hold the shape for 3 seconds.</p> <p>- I can change the level of the shape (standing, sitting, lying)</p> <p>- I can use different parts of my body to balance upon.</p> <p>- I can work on different ways to travel.</p> <p>- I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination</p> <p>- I know how to keep myself safe when beginning to perform a forwards roll. E.g. head is securely tucked under, the arms are there to protect and provide balance.</p> <p>L3 (Practising movements)</p> <p>- I can perfect my movements.</p> <p>I know how to perform each movement to the best of my ability. - I can walk using pointed toes and fingers. - I can travel safely and with some finesse.</p> <p>L4 (Creating a sequence) - I can apply compositional ideas to sequences alone & with others - I can make sure my sequence is fluid. - I know what fluid means - I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). - I know how to keep myself and others safe when travelling.</p> <p>L5 (Performance) - I can rehearse and perform my sequence to a partner. - I can give feedback to my partner. - I can work on my sequence based on my partners feedback. - I know what fluid means and I can act upon that. - I can describe my own and others work noting similarities & differences and make suggest improvements</p>	
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	<p>L6 (Performance) - I can rehearse and perform my sequence to a partner with the improvements they suggested.</p> <p>- I can perform and have my performance recorded. - I can watch my performance back and self-assess.</p>	
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	MFL	
Key Learning Point- Skill	Key Learning Point- Knowledge	Vocabulary
<p>Listening</p> <ul style="list-style-type: none"> • I can listen attentively and begin to understand instructions, everyday classroom language and praise words. • I can look at the face of the person speaking and listen attentively. • I can recognise words which the teacher mouths silently. • I can recognise and respond to sound patterns and words. • I can identify specific phonemes and words. • I can begin to hear main word classes. • I can recognise commonly used rhyming sounds. • I can remember rhyming words. • I can use actions and rhymes and play games to aid memorisation. • I can listen and respond to simple rhymes, stories and songs. <p>Speaking</p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using single words, phrases and short sentences. • I can copy and repeat simple sentences which use familiar vocabulary, phrases. • I can imitate pronunciation of sounds and begin to reproduce them with some accuracy. <p>Reading</p> <ul style="list-style-type: none"> • I can to recognise some familiar words in written form. • I can to make links between some phonemes, rhymes and spellings, and read aloud familiar words. • I can to use pictures and context clues to determine meaning. • I can begin to recognise how sounds are represented in written form. 	<p>Investigating Languages 1:</p> <ul style="list-style-type: none"> • Know how to compare cultures by exploring and evaluating the origins of language, songs, stories, numeric and phonic alphabets. <p>1term of Italian and 1 term of Spanish to include:</p> <ul style="list-style-type: none"> • Know features of Spanish and Italian Culture • Recognise lettering and phonic sounds in Spanish and Italian alphabets • Know Spanish and Italian greetings, • Know Spanish and Italian numbers to 31 • Know how to say and write their age and birthday in Spanish and Italian. • Know nine colours in Spanish and Italian • Know key words and phrases for weather 	<p>Italian and Spanish -</p>

Writing

- I can use a simple picture dictionary to investigate word meanings.
- I can experiment with building words and phrases using phoneme or word card games.
- I can match words or phrases to pictures, objects, actions or sounds.
- I can use knowledge about letters to experiment with writing.

