

# The Federation of the Church Schools of Freshwater and Yarmouth & Shalfleet



## Long Term Planning Freshwater & Yarmouth Year 3 2024-2025

	AUTUMN:		SPRING:		SUMMER:	
Title/Duration	<b>From Stones to Steel</b>		<b>Groovy Greeks</b>		<b>Awesome Earth</b>	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus Curriculum Principle</b>	1. Coherent learning links and pathways 2. Strong working partnerships 4. Valuing all children, learning is accessible to all 6. Opportunities for memorable experiences		2. Strong working partnerships 3. High quality outcomes, deep learning 6. Opportunities for memorable experiences 7. Promotes independence and curiosity		5. Challenging, engaging and motivating 6. Opportunities for memorable experiences 7. Promotes independence and curiosity 8. Broad, relevant and balanced - Local, Mainland, Global	
<b>English (Focus Texts/Writing Opportunities)</b>	<b>Stone Age Boy</b> By Satoshi Kitamura  <b>Form</b> Comic strip Instructional writing Adventure story  <b>Purpose</b> To entertain To inform  <b>Audience</b>	<b>Poetry (Seasons)</b> By Various Authors  <b>Form</b> Poems  <b>Purpose</b> To entertain  <b>Audience</b> Themselves Class Peer  <b>A Christmas Carol</b>	<b>Greek Myths</b> By Various Authors  <b>Form</b> Diary extract Improve/ Rewrite extract of text  <b>Purpose</b> To entertain  <b>Audience</b> Ancient Greek Peer Teacher	<b>The World's Worst Children 1</b> By David Walliams  <b>Form</b> Character development Extract of story  <b>Purpose</b> To entertain  <b>Audience</b> Teacher Class Peer	<b>Escape from Pompeii</b> By Christina Balit  <b>Form</b> Poem Report  <b>Purpose</b> To entertain To inform  <b>Audience</b> Class Peer Roman Emperor	<b>Leon and the Place Between</b> By Graham Baker-Smith  <b>Form</b> Instructional writing Diary writing  <b>Purpose</b> To inform To entertain  <b>Audience</b> Class peer Teacher

	Teacher Class Peer	<p><b>By Various Authors</b></p> <p><b>Form</b> Character description Story continuation</p> <p><b>Purpose</b> To entertain</p> <p><b>Audience</b> Teacher Class Peer</p>				
Maths	<p><b>Numbers to 1000</b> - Number Facts - Number lines - Number and place value - Number lines - Partitioning</p> <p><b>Adding and Subtracting across 10</b> - Number Facts - Addition and Subtraction - Inverse</p>	<p><b>Numbers to 1000</b> - Number Facts - Addition and Subtraction - Number and place value</p> <p><b>Adding and Subtracting across 10</b> - Number Facts - Addition and Subtraction - Inverse</p> <p><b>Multiplication and division</b> - 3, 4, 8 times tables - Number Facts - Multiplication &amp; Division</p>	<p><b>Multiplication and division</b> - 3, 4, 8 times tables - Number Facts - Multiplication &amp; Division</p> <p><b>Length and perimeter</b> - mm/ cm/ m - Compare lengths - Add and Subtract length - Measure/ Calculate perimeter</p>	<p><b>Fractions A</b> - Unit, non-unit, whole - Compare and order - Fractions on number lines - Fractions as bar models</p> <p><b>Mass and capacity</b> - g/kg/ml/l - Scales and Measure - Equivalent - Compare and Order - Add and Subtract</p>	<p><b>Fractions B</b> - Add and Subtract - Partition - Reasoning</p> <p><b>Money</b> - Pound and Pence - Conversion - Add and Subtract - Change</p> <p><b>Time</b> - Roman Numerals - Hours and Minutes - A.M/ P.M. - Days/ Months/ Years - Digital - Units of Time</p>	<p><b>Shape</b> - Turns and Angles - Right/ Acute/ Obtuse - Horizontal/ Vertical - Parallel/ Perpendicular - Recognise/ Describe -2D/ 3D</p> <p><b>Statistics</b> - Pictograms - Bar chats - Collect Data - Represent Data</p>

<p style="text-align: center;">Science</p>	<p style="text-align: center;"><b>Skeletons and Movement</b></p> <ul style="list-style-type: none"> <li>- Name and identify bones in the human body.</li> <li>- Functions of the skeleton</li> <li>- Name and identify bones in a range of animals</li> <li>- Animals with and without a spine</li> <li>- Are all skeletons the same?</li> <li>- Joints and how we move.</li> </ul> <p style="text-align: center;"><b>Nutrition and Diet and Sustainability</b></p> <ul style="list-style-type: none"> <li>- Exploring food groups with a focus on the main five.</li> <li>- Balanced Diets, what this looks like and what is included and excluded</li> <li>- Different Diets to include vegetarian and vegan dietary beliefs</li> <li>- Animal Diets</li> <li>- Food Waste and how it can be reduced</li> </ul>	<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- Identify different rocks and where they came from/ how they were made.</li> <li>- Compare and group together different kinds of rocks based on their appearance and simple physical properties</li> <li>- Test different rocks to understand their different properties</li> </ul>	<p style="text-align: center;"><b>Fossils and Soils</b></p> <ul style="list-style-type: none"> <li>-To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>-To be able to recognise that soils are made from rocks and organic matter.</li> <li>- To test different soil and understand the importance of soil</li> </ul>	<p style="text-align: center;"><b>Light</b></p> <ul style="list-style-type: none"> <li>-To be able to recognise that we need light to see things and that dark is the absence of light</li> <li>-To be able to notice that light is reflected from surfaces</li> <li>-To be able to recognise that light from the sun can be dangerous and that there are ways to protect ourselves</li> <li>-To understand shadows and test how they change with the light and find patterns in the way that the size of shadows changes.</li> </ul>	<p style="text-align: center;"><b>Plants A</b></p> <ul style="list-style-type: none"> <li>-To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>-To be able to 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</li> <li>-To be able to investigate water transportation in a plant.</li> <li>- To understand seed dispersal and the three types, wind, water and animal.</li> <li>- The reproduction of the plants and the pollination process.</li> <li>-To understand the life cycle of a plant.</li> </ul>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>-To be able to compare how things move on different surfaces</li> <li>-To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-To be able to observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</li> </ul> <p style="text-align: center;"><b>Plants B</b></p> <ul style="list-style-type: none"> <li>- Evaluate plant growth experiment from Plant A topic.</li> </ul> <p style="text-align: center;"><b>Biodiversity</b></p> <ul style="list-style-type: none"> <li>- What is it, why it is important and how biodiversity can be increased in the local area.</li> </ul>
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<p>History</p>	<p><b>Historical Enquiry</b> of the Stone Age to the Iron Age</p> <p><b>Links to the text driver: Stone Age Boy</b></p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Stone Age to Iron Age.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p><b>Chronological Understanding</b></p> <p>Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><b>Historical Enquiry</b> of the Ancient Greeks</p> <p><b>Links to the text drivers: Greek Mythology</b></p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Ancient Greeks</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p><b>Knowledge of the Past</b>, through studying the Battle of Thermopylae an in-depth study of King Leonidas, Children should note connections, contrasts and trends over time.</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p>	<p><b>Historical Interpretation</b>, In-depth study of Pompeii.</p> <p><b>Links to the text drivers: Escape from Pompeii and Pompeii</b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>Look at more than two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p><b>Knowledge of the past</b>, through studying an account of from Pliny Elder children should be able to:</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p>
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	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).				
Geography	<b>Climate, biomes, continents, seas.</b>		<b>Maps, compass, landmarks.</b>		<b>Weather, natural disasters. Field trip.</b>
	<p><b>Local area study</b> Snap shot study of the school site. Snap shot study of local area. Exploration of local land use Identify human and physical Geography</p>	<p><b>Locational knowledge, Geographical Skills &amp; Human and Physical</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere  Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and the Mediterranean  <b>Human and Physical</b> Compare human and physical aspects of both.  Human geography, look at types of settlement and land use  Physical geography, including climate zones, terrain and fauna and flora</p>	<p><b>Fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Through exploring litter, physical features and traffic.</p>	<p><b>Geographical skills and Locational knowledge</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  <b>Human and Physical</b> Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes,</p>

					tsunamis and tornados	
<b>Art</b>	<p><b>Sketching and Painting</b> Cave Painting Sketch of Mammoth</p> <p>Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p><b>Textile</b> Study of Stone Age clothing and creating a scarf (finger weaving)</p> <p>Select appropriate materials, giving reasons; Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p><b>Ancient Greek Sculpting</b> Clay vase making Virtual British Museum Tour</p> <p>Use clay and other malleable materials and practise joining techniques; Refine work as they go to ensure precision;</p>	<p><b>Printing</b> Hetty Haxworth</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Cut, make and combine shapes to create recognisable forms; Refine work as they go to ensure precision; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching</p>	<p><b>Painting</b> Claude Monet</p> <p>Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Use different materials to draw, e.g. pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Use varied brush techniques to create shapes, textures, patterns and lines; Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p>	<p><b>Collage</b> Picasso</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Cut, make and combine shapes to create recognisable forms; Select colours and materials to create effect, giving reasons for their choices; Refine work as they go to ensure precision; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>

				<p>to create different textural effects;</p> <p>Use more than one colour to layer in a print;</p> <p>Replicate patterns from observations;</p> <p>Make printing blocks;</p> <p>Make repeated patterns with precision;</p>			
Design & Technology	<p><b>Textiles</b></p> <p>Design and create a basket (weaving)</p>	<p><b>Structures</b></p> <p>Mould and shape clay to make Stonehenge</p>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>● Assemble, join and combine materials and components with some accuracy.</li> <li>● Apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>● Describe the purpose of their products.</li> <li>● That materials have both functional properties and aesthetic qualities.</li> <li>● Indicate the design features of their products that will appeal to intended users.</li> </ul>	<p><b>Linkages</b></p> <p>To research, design and make a moving head of a fictitious monster (inspired by Greek mythology.) To have jaws that open and close.</p>	<p><b>Cooking and Nutrition</b></p> <p>Linked to Greece (cutting/slicing techniques for preparing salad).</p>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>● Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>● Assemble, join and combine materials and components with some accuracy.</li> <li>● Apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>
		<p><b>Cooking and Nutrition</b></p> <p>Linked to Pompeii (make pizzas including the dough)</p>	<p><b>Structures</b></p> <p>Earthquake-proof structures</p>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> </ul>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>● Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</li> <li>● Select tools and equipment suitable for the task.</li> <li>● Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Select materials and components suitable for the task.</li> <li>● Explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>● Who designed and made the products.</li> </ul> <p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>● Identify the strengths and areas for development in their ideas and products.</li> <li>● Refer to their design criteria as they design and make.</li> <li>● Use their design criteria to evaluate their completed products.</li> <li>● How well products have been designed and made.</li> <li>● What methods of construction have been used.</li> <li>● How well products work.</li> <li>● How well products achieve their purposes.</li> <li>● How well products meet user needs and wants.</li> </ul>	<p style="text-align: center;"><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>● Indicate the design features of their products that will appeal to intended users.</li> <li>● Explain how particular parts of their products work.</li> <li>● How to use learning from science to help design and make products that work.</li> <li>● How to use learning from mathematics to help design and make products that work</li> <li>● Develop their own design criteria and use these to inform their ideas.</li> <li>● Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> <li>● How mechanical systems such as levers and linkages or pneumatic systems create movement.</li> </ul> <p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>● Identify the strengths and areas for development in their ideas and products.</li> <li>● Refer to their design criteria as they design and make.</li> <li>● Use their design criteria to evaluate their completed products.</li> <li>● How well products have been designed and made.</li> <li>● How well products work.</li> <li>● How well products meet user needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>● Order the main stages of making.</li> <li>● Who designed and made the products.</li> <li>● Follow procedures for safety and hygiene.</li> <li>● How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p style="text-align: center;"><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>● Identify the strengths and areas for development in their ideas and products.</li> <li>● Refer to their design criteria as they design and make.</li> <li>● Use their design criteria to evaluate their completed products.</li> <li>● How well products have been designed and made.</li> <li>● Why materials have been chosen.</li> </ul>			
Music	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>



<p><b>Computing</b></p>	<p>Computer Systems and Networks - 'Connecting Computers'</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</a></p> <p>Key Program – - www.paintz.app</p>	<p>Creating Media – Animation</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation">https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</a></p> <p>Key Program – iMotion App OR An Equivalent - Stop Motion App</p>	<p>Creating Media – Desktop Publishing</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</a></p> <p>Key Program – Adobe Express (Children will need to sign in)</p>	<p>Programming A – Sequence in Music</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music">https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music</a></p> <p>Key Program – Scratch</p>	<p>Data and Information – Branching Databases</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases">https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases</a></p> <p>Key Program – J2E Branch Databases - <a href="https://www.j2e.com/jit5#branch">https://www.j2e.com/jit5#branch</a></p>	<p>Programming B – Events and Actions</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes">https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes</a></p> <p>Key Program – Scratch</p>
<p><b>PE</b></p>	<p>Personal Challenge: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p>Recap and assessment Fundamentals of movement (Sports Coach Led) Recap: Locomotion, Stability &amp; Manipulation</p> <p>Dance: Specialist Teacher Focus: Dance &amp; Evaluate</p>	<p>Invasion Games Through: Basketball (Teacher led) Focus: Locomotion</p> <p>Invasion Games Through: Football &amp; Handball (Sports Coach Led) Focus: Manipulation &amp; Simple Tactics</p>	<p>Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p>Indoor Athletics (Sports Coach Led) Focus: Locomotion</p> <p>Target Games Through: Dodgeball (Teacher Led) Focus: Stability &amp; Manipulation</p>	<p>Net and Wall Games Through: Tennis (Sports Coach Led) Focus: Manipulation</p> <p>Athletics (Teacher Led) Focus: Locomotion &amp; Stability</p>	<p>Gymnastics: Specialist Teacher Focus: Stability</p> <p>Striking and Fielding Through: Cricket (Sports Coach Led) Focus: Manipulation</p>	<p>Personal Challenge Review: Vortex, Speed Bounce, Standing long jump &amp; Vertical jump</p> <p>Outdoor Adventurous Games Through: Orienteering (Teacher led)</p>
<p><b>RE</b></p>	<p><b>Trees -</b> Trees across religions</p>	<p><b>Angels (C) –</b> Angels</p>	<p><b>Authority (J) –</b> Torah</p>	<p><b>Love – changing emotions (C) -</b> Easter</p>	<p><b>Sacred place (C/H) –</b> Places of worship</p>	<p><b>Belonging as identity (J) –</b> Jewish traditions</p>

<p><b>French</b></p>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>Back to basics</u></b></p> <ul style="list-style-type: none"> <li>- Children will focus on learning the French alphabet</li> <li>- Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc).</li> <li>- Children will learn the key pronouns (he, she, they etc)</li> <li>- and articles (a, an, the).</li> </ul>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>Counting on</u></b></p> <ul style="list-style-type: none"> <li>- Children will learn the numbers from 0-20</li> <li>- Children will learn the days of the week and months of the year.</li> <li>- Children will apply these together to identify dates and can complete simple maths with them.</li> </ul>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>All about me</u></b></p> <ul style="list-style-type: none"> <li>- Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc).</li> <li>- Children will be able to know the common colours</li> <li>- Children will be able to list their body parts (key ones)</li> </ul>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>All about me</u></b></p> <ul style="list-style-type: none"> <li>- Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them.</li> <li>- Children will be able to name pets and simply describe and state basic information about them.</li> </ul>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>Hobbies</u></b></p> <ul style="list-style-type: none"> <li>- Children may need to continue working through previous skills.</li> <li>- Children will need to be able to know phrases for liking and disliking of varying strength.</li> <li>- Children will be able to list different hobbies.</li> <li>- Children will be able to state if they like or dislike different hobbies.</li> </ul>	<p><a href="http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php">http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</a></p> <p>Listening , speaking, reading, writing,</p> <p><b><u>Class in session</u></b></p> <ul style="list-style-type: none"> <li>- Children can identify and describe common classroom items.</li> <li>- Children can identify school subjects and express likes or dislikes.</li> <li>- Children can identify common phrases used in the classroom</li> <li>- (by teachers and pupils)</li> </ul>
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SMSC/PSHE	Families and friendships  Safe relationships  Respecting ourselves and others	Families and friendships  Safe relationships  Respecting ourselves and others	Belonging to a community	Work and money	Physical health and mental well being  Growing and changing  Keeping safe	Physical health and mental well being  Growing and changing  Keeping safe
Trips/Events/Visitors/Parents Invite	Butser Ancient Farm school trip	Estelle Baker – Stone Age to Iron Age workshop	Fossil Exploration	Greek Day – children dress up, make salads, Olympic games, art activities.	D.T. topic challenge (Parents invited in.)  County Show Education Day	Magic Show  Local area study (Freshwater Bay/Yarmouth).