



Year 3 Curriculum and Wider-Learning Overview - 2023-24

	Autumn	Spring	Summer
<b>Catholic Life</b>	<p>Liturgical Prayer will reflect equality, diversity and inclusion - whole school assemblies and themes following the liturgical year.</p> <p>The Celebration of Holy Mass takes place in school and children regularly attend St John's Catholic Church.</p> <p><i>CST: Catholic Social Teaching</i></p>		
<b>Wider-Learning</b>	<p>Behaviour Policy Updates/Expectations</p> <p>Safeguarding Pupil updates/reminders</p> <p>School Council Elections</p> <p>Live Simply - <i>CST</i></p> <p>Harvest - <i>CST</i></p>	<p>Fairtrade Fortnight</p> <p>World Book Day</p> <p>Mother's Day</p> <p>Live Simply - <i>CST</i></p> <p>Lent/Easter</p> <p>Library &amp; Church Visits</p>	<p>Mysteries of the Rosary - <i>CST</i></p> <p>Father's Day</p> <p>Live Simply - <i>CST</i></p> <p>Transition</p> <p>Library &amp; Church Visits</p>

	<p>Mysteries of the Rosary - CST</p> <p>Anti-bullying focus</p> <p>Advent/Christmas</p> <p>Library &amp; Church Visits</p>		
<b>Learning Behaviour</b>	<p>Collaboration</p> <p>Friendship</p>	<p>Flexibility</p> <p>Responsibility</p>	<p>Imagination</p> <p>Resourcefulness</p>
<b>Parent/Carer Engagement</b>	<p>Meet the Teacher</p> <p>Parent Consultations (online)</p> <p>Parents Book Celebration Evenings (in school)</p> <p>Mass in Church</p> <p>Liturgical Prayer in church</p>	<p>Parents Consultations (online)</p> <p>Parents Book Celebration Evenings (in school)</p> <p>Mass in Church</p> <p>Liturgical Prayer in church</p> <p>Stay and read sessions.</p>	<p>End of Year Reports</p> <p>Parents Book Celebration Evenings (in school)</p> <p>Mass in Church</p> <p>Liturgical Prayer in church</p> <p>Class assembly</p>
<p><b>Religious Education</b></p> <p>and</p> <p><b>Wider Religion</b></p>	<p><b>Christian Family</b></p> <p>To know that we all belong to a family and what it means to belong to the family of God. The Sacrament of Baptism is</p>	<p><b>Sacrament of Reconciliation</b></p> <p>Understand what it means to make wrong choices and how this can affect us and other people. Know how Jesus</p>	<p><b>Celebrating Easter and Pentecost</b></p> <p>Explore how the Church celebrates the Resurrection</p>

	<p>a symbol of joining the Church. Understand what happens when we receive the Sacrament of Baptism and reflect on its meaning. Know and recognise some of the sins and symbols used in the Sacrament of Baptism.</p> <p><b>Mary Mother of God</b></p> <p>Know that God chose Mary to be the mother of his Son. Know that Mary went to visit her cousin Elizabeth. Know about the Mystery of the Incarnation. Understand that Advent is a time to prepare to celebrate the birth of Jesus. Know about the birth of Jesus and what this means for us. Know that the Wise Men came to worship Jesus and think about the gifts we can offer him.</p>	<p>called people to turn away from sin and think why this is important.</p> <p>Understand that God always loves and forgives us.</p> <p>Know what the Sacrament of Reconciliation means and what happens during the Sacrament.</p> <p><b>Celebrating Mass</b></p> <p>Know what happened during the Last Supper and reflect on how the Mass makes this real for us.</p> <p>Understand what happens at Mass: the Beginning, the Readings, The Offertory and Consecration, Holy Communion, Our Parish Church.</p>	<p>of Jesus and think about how we celebrate it.</p> <p>Know the story of The Road to Emmaus and think about what we can learn from this.</p> <p>Know that Jesus appeared to his apostles and Thomas was not a believer. Know that Jesus returned to Heaven and reflect on what this means to us. Know what happened at Pentecost and how it changed the apostles. Know about the Fruits of the Holy Spirit and how they can help us.</p> <p><b>Being a Christian</b></p> <p>Begin to understand what being a Christian means.</p> <p>Know that Jesus teaches us about helping others. Know how St Paul had to learn to be a Christian and think</p>
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			<p>about what we can learn from this experience. Know that the Sacraments are a meeting with Jesus and recognise that in the Sacraments we receive Jesus' love. Know about people who use their gifts to help others and think how we can learn from them. Begin to understand the importance of prayer.</p> <p style="text-align: center;"><b>Sikhism (PSHE)</b></p> <p>To recognise the core beliefs of Sikhism, special festivals and places. Explore different Holy books and identify key Sikh symbols and understand their meaning.</p>
<b>English</b>	<u>Seal Surfer</u> Recount - Letter writing	<u>Stone Age Boy</u> Fiction - Historical narrative	<u>Journey</u> Narrative - Adventure story

	<p>Writing outcome: To write a letter from the boy to his grandfather telling him about the events he has missed</p> <p>Greater depth writing outcome: To write a letter from Grandad in response to one of his grandson's letters</p> <p><u>Winters Child</u></p> <p>Recount - Letter writing</p> <p>Writing outcome: To write a fantasy story based on a fable</p> <p>Greater depth writing outcome: To write from a different point of view</p>	<p>Writing outcome: Write the story from the point of view of the boy</p> <p>Greater depth writing outcome: Write from the point of view of Om or one of her family members</p> <p><u>Big Blue Whale</u> CST</p> <p>Non-fiction - Information</p> <p>Writing outcome: Write an informative article about whales persuading for the protection of the blue whale</p> <p>Greater depth writing outcome: Include a fact file about other endangered sea creatures</p>	<p>Writing outcome: Write an adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater depth writing outcome: Include a new setting route to lead from one place to another</p> <p><u>Zerrafa Giraffa</u></p> <p>Non-fiction - Persuasive writing</p> <p>Writing outcome: Plan and write a persuasive guide for visiting Zerraffa at the Jardin des Plantes in Paris</p> <p>Greater depth writing outcome: To write the guide as above including a section</p>
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			of a researched Paris landmark
<b>Guided Reading</b>	The Seabook CST  The Ice Palace	The Iron Man  This morning I met a whale	Illustrated Atlas of Britain and Ireland  The Egyptian Cinderella
<b>Mathematics</b>	Place Value Addition and Subtraction Multiplication and Division A Weekly arithmetic revision Weekly timetable revision Weekly problem solving and reasoning	Multiplication and Division B Length and Perimeter Fraction A Mass and Capacity Weekly arithmetic revision Weekly timetable revision Weekly problem solving and reasoning	Fractions B Money Time Shape Statistics Consolidation Weekly arithmetic revision Weekly timetable revision Weekly problem solving and reasoning
<b>Science</b>	Animals Movement and Nutrition	Materials: Rocks & Soils • Define the term 'rock'.	Energy: Light & Shadows

	<ul style="list-style-type: none"> <li>• Recall the three key functions of the skeleton (movement, support and protection).</li> <li>• Describe a vertebrate, invertebrate, endoskeleton and exoskeleton .Identify and name the skull, spine, ribs and pelvis on a diagram.</li> <li>• Recall that muscles cause movements in the body, some of which we can control consciously.</li> <li>• Recall that animals, including humans, need to eat food to survive.</li> <li>• List some of the seven nutrient groups. Name foods that are good sources of nutrient groups and describe</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the appearance of different rocks; identifying both crystals and grains.</li> <li>• Group rocks by their absorbency, hardness and reaction to acid rain (vinegar.</li> <li>• Describe fossil formation and identify fossils in rocks..</li> <li>• Name, describe and compare some different categories of soil.</li> </ul> <p>Light and Shadows</p> <ul style="list-style-type: none"> <li>• Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.</li> <li>• Describe ways to protect eyes from harm. Describe what</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about different sources of light, and that we need light to see.</li> <li>• Investigate reflective materials, finding out more about reflective surfaces.</li> <li>• Learn that the sun's light can be dangerous.</li> <li>• Find out how shadows change when the distance between the object and light source changes.</li> <li>• Develop their scientific enquiry skills, making observations, predictions and conclusions.</li> </ul> <p>Plants: Plant Reproduction</p> <ul style="list-style-type: none"> <li>• Learn the names of different parts of plants, and the jobs they do.</li> </ul>
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	<p>what they are needed for in the body.</p> <p>Forces &amp; Magnets</p> <ul style="list-style-type: none"> <li>• Identify examples of pushes, pulls and twists.</li> </ul> <p>Define a force including describing, naming and classifying contact and non-contact forces.</p> <ul style="list-style-type: none"> <li>• Describe the relationship between friction and the roughness of a surface.</li> <li>• Identify examples of friction being useful or not.</li> <li>• Predict attraction and repulsion between like and opposite poles.</li> <li>• Identify examples of magnetic and non-magnetic materials.</li> </ul>	<p>happens when light reflects.</p> <ul style="list-style-type: none"> <li>• Describe how shadows form and identify patterns between groups of materials and the shadows produced.</li> <li>• Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow.</li> <li>• Describe the pattern of changing shadows throughout the day. Describe how the light source's distance affects the shadow's size.</li> </ul>	<ul style="list-style-type: none"> <li>• Work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings.</li> <li>• Identify the parts of a flower, and explore the different stages of the life cycle of a flowering plant</li> </ul>
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<p><b>Art</b></p>	<p><i>Gestural Drawing with Charcoal</i></p> <p>That when we draw, we can use gestural marks to make work.</p>	<p><i>Working with Shape &amp; Colour</i></p> <p>That we can be inspired by key artworks and make our own work in creative response.</p> <p>That we can arrange shapes to create exciting compositions.</p>	<p><i>Telling stories through drawing and making - sculpture</i></p> <p>That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</p> <p>That through making work in another medium we can make the work our own, re-interpreting and re-inventing.</p>
<p><b>Design Technology</b></p>	<p>Mechanical systems Pneumatics toys</p> <ul style="list-style-type: none"> <li>• Draw accurate diagrams with correct labels, arrows and explanations.</li> <li>• Communicate and develop one idea using an exploded diagram.</li> </ul>	<p>Digital World Electronic Charm</p> <ul style="list-style-type: none"> <li>• Give a brief explanation of the digital revolution and/or remember key examples.</li> <li>• Suggest a feature from the Micro:bit</li> </ul>	<p>Textiles Cross stitch &amp; applique-cushions or Egyptian collars</p> <ul style="list-style-type: none"> <li>• To learn how to sew crosstitch and to appliqué.</li> <li>• To develop and use a template.</li> </ul>

	<ul style="list-style-type: none"> <li>• Select appropriate equipment and materials to build a working pneumatic system.</li> <li>• Assemble their pneumatic system within the housing to create the desired motion.</li> <li>• Create a finished pneumatic toy that fulfills the design brief.</li> </ul>	<p>that is suitable for an eCharm.</p> <ul style="list-style-type: none"> <li>• Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed.</li> <li>• Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.</li> <li>• Evaluate their design.</li> </ul>	<ul style="list-style-type: none"> <li>• To assemble fabric parts into a fabric product.</li> <li>• To decorate fabric using appliqué and cross-stitch.</li> </ul>
<b>Computing</b>	<p><u>Connecting Computers</u> ( NCCE) During this unit, learners develop their understanding of digital devices, with an initial focus on inputs,</p>	<p><u>Kodu</u> <i>Design, write and debug programs that accomplish specific goal, including simulating physical systems.</i></p>	<p><u>Branching database &amp; project</u> <i>Design, write and debug programs that accomplish specific goal, including</i></p>

	<p>processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.</p> <p><u>Editing Documents</u>  Comic Creation  <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</i></p>	<p><i>Use sequence, selection, and repetition in programs, work with various forms of input.</i></p> <p><i>Create a 3D place using various design tools.</i></p> <p><i>Write a program to control using keyboard inputs.</i></p> <p><i>Write a program with variables.</i></p> <p><u>Digital Art</u>  <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</i></p>	<p><i>simulating physical systems. Use sequence and repetition in programs, work with various forms of input.</i></p> <p><u>Scratch</u>  <i>Design, write and debug programs that accomplish specific goal, including simulating physical systems. Use sequence and repetition in programs, work with various forms of input.</i></p> <p>Work with various form of inputs; keyboards, mouse and touch screen. Use repetition in programs.</p> <p>Design, write and debug programs that accomplish specific goals.</p>
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<p><b>Geography</b></p>	<p><u>Where does our food come from?</u></p> <p><b>CST</b></p> <ul style="list-style-type: none"> <li>• Identify that different foods grow in different biomes and say why.</li> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative</li> </ul>	<p><u>Who lives in the Antarctica?</u></p> <p><b>CST</b></p> <p>Describe what lines of latitude and longitude are, giving an example.</p> <ul style="list-style-type: none"> <li>• Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>• Define what climate zones are.</li> <li>• Understand Antarctica has a polar climate</li> </ul>	<p><u>What are rivers and how are they used?</u> <b>CST</b></p> <ul style="list-style-type: none"> <li>• Identify water stores and processes in the water cycle.</li> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• Name some major rivers and their location.</li> <li>• Describe different ways a river is used.</li> </ul>

	<p>impact of food production.</p> <ul style="list-style-type: none"> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Describe the journey of a cocoa bean.</li> <li>• Locate countries on a blank world map using an atlas.</li> <li>• Use a scale bar correctly to measure approximate distances.</li> <li>• Collect data through an interview process.</li> <li>• Analyse interview responses to answer an enquiry question.</li> <li>• Discuss any trends in data collected.</li> </ul>	<p>made up of ice sheets, snow and mountains.</p> <ul style="list-style-type: none"> <li>• Describe Antarctica's location in the far south of the globe.</li> <li>• State that tourism and research are the two main reasons people visit Antarctica.</li> <li>• Describe equipment researchers might use and clothes they wear.</li> <li>• List some of the research carried out in Antarctica.</li> <li>• State the outcome of Shackleton's expedition.</li> <li>• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>• Describe a similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>• List some of the problems around rivers.</li> <li>• Describe human and physical features around a river.</li> <li>• Identify the location of a river on an OS map.</li> <li>• Make a judgement on the environmental quality in a river environment.</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul>
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		<p>between life in the UK and life in Antarctica.</p> <ul style="list-style-type: none"> <li>• Confidently use the zoom function on a digital map.</li> <li>• Begin to recall the eight points of a compass, following at least four of them.</li> <li>• Recognise and describe features on their school grounds from an aerial map.</li> <li>• Draw a map of the route they take on an expedition.</li> <li>• State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul>	
<b>History</b>	<u>Would you prefer to live in the stone, bronze, iron age?</u>	<u>Why did the Romans settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>

	<ul style="list-style-type: none"> <li>• Understand that prehistory was a long time ago.</li> <li>• Accurately place AD and BC on a timeline.</li> <li>• Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>• Explain the limitations of archaeological evidence.</li> <li>• Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>• Identify gaps in their knowledge of the Bronze Age.</li> <li>• Explain how bronze was better than stone and how it transformed farming.</li> <li>• Explain how trade increased during the</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of empire and invasion.</li> <li>• Understand the chronology of the Roman invasion of Britain.</li> <li>• Identify the consequences of the Roman invasion.</li> <li>• Create an interpretation of Boudicca using sources.</li> <li>• Explain why the Romans needed a powerful army.</li> <li>• Identify a soldier's equipment.</li> <li>• Explain how the Roman army was organised and perform simple manoeuvres and drills.</li> <li>• Make observations about an artefact.</li> <li>• Explain the meaning of legacy, identifying how the Romans changed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>• Describe the physical features of Egypt.</li> <li>• Explain the Egyptian creation story.</li> <li>• Identify the characteristics of important gods or goddesses.</li> <li>• Explain why the pyramids were built.</li> <li>• Identify the stages and challenges of building a pyramid.</li> <li>• Explain the links between ancient Egyptian beliefs and mummification.</li> <li>• Name sources that can be used to find out about ancient Egyptian beliefs.</li> </ul>
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	<p>Iron Age and why coins were needed.</p> <ul style="list-style-type: none"> <li>• Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>• Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul>	<p>Britain and ordering legacies by their significance.</p>	<ul style="list-style-type: none"> <li>• Explain some Egyptian beliefs about the afterlife.</li> </ul>
<p><b>Music</b></p>	<p><b>Developing Notation Skills</b></p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore</p>	<p><b>Composing Using Your Imagination</b></p> <p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p>	<p><b>Enjoying Improvisation</b></p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more.</p>



	<p>the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p style="text-align: center;"><b>Enjoying Improvisation</b></p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music.</p>	<p><b>Sharing Musical Experiences</b></p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p>	<p>You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p style="text-align: center;"><b>Opening Night</b></p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>
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	Explore singing and playing instruments together to create these beautiful sounds.		
<b>Physical Education</b>	<p><u>Fitness Frenzy</u> To demonstrate the correct technique for activities. Develop agility and co-ordination. Perform simple patterns of movement. Perform a circuit with accuracy. Improve scores of the skills learned.</p> <p><u>Active Athletics</u> To run in different directions and at different speeds, using a good technique. Know how to throw in a variety of ways. Use legs as well as arms when throwing Know how to compete in a sporting way, showing an understanding of rules.</p>	<p><u>Groovy Gymnastics</u> _Be able to jump with a stable, safe landing. Try different ways of jumping Explore a variety of jumps. Use the skills learned to work as a group to create complex shapes at different levels. Analyse own and others' performance.</p> <p><u>Skip to the beat</u> Explore different ways of skipping. Practise techniques learned in previous years. Observe and comment on others' performance. Be aware of safety aspects concerned with skipping.</p>	<p><u>African Dance</u> Count beats and change direction while dancing. Keep count and tempo while dancing. Develop African dance steps with clarity and rhythm, using own ideas. Learn how to work co-operatively with others to create a new dance.</p> <p><u>Mighty Movers (Run)</u> Demonstrate good use of arms when running at different speeds. Analyse others' running technique and suggest ways of improving. Complete a running circuit showing good balance, co-ordination and agility.</p> <p><u>Boot camp</u></p>

	<p><u>Cool Core</u> Be able to link agility and core strength activities together in an appropriate way. Be able to perform core strength moves with accuracy Develop activities into a circuit to improve fitness levels.</p> <p><u>Throwing and Catching</u> Know techniques for accurate overarm and underarm Throwing. Throw accurately. Catch with cushioned hands. Use skills learned in a game situation</p>	<p>Participate in large rope skipping. Develop large rope skipping technique Perform skipping moves in a routine. Teach a partner your routine</p> <p><u>Gymfit Circuits</u> The children will master basic movements, as well as developing balance, agility and co-ordination. The children will perform using simple movement Patterns. To evaluate my performance of gymnastic moves within a circuit and others performance.</p> <p><u>Brilliant Ball skills</u> Dribble a ball with greater control.  Roll or throw a ball at a target with accuracy.</p>	<p><u>Experience some of the changes that occur during exercise.</u> Raise heart rate. Develop agility and co-ordination. Perform simple patterns of movement Learn new moves and perform them with good technique and balance. The reasons for warming up. The purpose of a circuit.</p> <p><u>Multi Skills</u> Use hand-eye co-ordination to keep control of an Object.  Use agility, stopping and turning in a game. Use hand-eye co-ordination to balance, carry and travel with an object.</p>
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		<p>Develop the ability to control a ball while moving, throwing and catching it.</p> <p>Understand the rules of the game.</p> <ul style="list-style-type: none"> <li>• Apply the tactics learned.</li> </ul>	
<p><b>Personal, Social, Health &amp; Economic Education (PSHE)</b></p>	<p><u>Diet and Vitamins</u></p> <p>To understand that food is a basic requirement of life. To know that we need food to be active, grow and maintain health. To list the foods, they like/ dislike with reason. To list the five categories of the 'Eat well' plate. To explain which foods, belong in each category.</p> <p><u>Hygiene medicine and exercise</u></p>	<p><u>Head Chef</u></p> <p>What tasks would someone do in this job? • What skills would someone need to do this job? Focus on a chef as a vocation.</p> <p><u>Chef for a day</u></p> <p>To plan a healthy meal plan for a day.</p>	<p><u>How we live in love CST</u></p> <p>Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness. CAFOD Universal Church: Special Places: the world is God's treasure given to us Know and understand: Everyone has a special place; Special places for Jesus and the Christian community; Acquire the skills</p>

	<p>The children will learn how to identify what poor hygiene looks like. They will learn how to describe ways in which to stay clean and to list the different types of germs, and categorise them into 'good' and 'bad'.</p> <p>The children will learn about why and how we brush our teeth. They will learn what will happen as a consequence of not brushing their teeth.</p> <p>The children will learn that exercise helps to improve their co-ordination, strengthens their heart and lungs, and improves their muscles.</p>		<p>of assimilation, celebration and application of the above</p> <p style="text-align: center;"><u>Sikhism CST</u></p> <p>The children will be learning about the Sikhism focusing on its origins, core beliefs, festivals and special places.</p> <p>Further to this they will explore the different holy books and identify key Sikh symbols and understand their meanings.</p>
<p style="text-align: center;"><b>Modern Foreign Languages</b></p>	<p style="text-align: center;"><i>French Greetings</i></p>	<p style="text-align: center;">French Playground games- numbers &amp; age</p>	<p style="text-align: center;">In a French Classroom</p>

	<ul style="list-style-type: none"><li>• To greet someone and introduce yourself in French.</li><li>• To use the correct French greeting for the time of day</li><li>• To ask and answer a question about feelings in French.</li><li>• To perform a finger rhyme in French.</li></ul>	<ul style="list-style-type: none"><li>• To count from one to six in French</li><li>• To count beyond six in French.</li><li>• To use number words to give more information about ourselves.</li><li>• To recognise the numbers one to twelve, written in French.</li><li>• To use the number words one to twelve when playing playground games.</li></ul>	<ul style="list-style-type: none"><li>• To understand and respond to simple classroom instructions</li><li>• To name school bag objects and recognise if they are masculine or feminine.</li><li>• To ask and answer a question about something you have or do not have</li><li>• To read and understand short sentences.</li><li>• To prepare and present a short spoken text.</li></ul>
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