

Year 3/4 Year A Spring



Science

Forces and Magnets

How do we know that forces exist if we can't see them?

Geography

Locational & Place Knowledge

Geographical Skills and Fieldwork

Our Wonderful World

Computing

Digital Literacy

Online Safety Day

Copyright and Ownership

Computer Science

Can a computer be a musical instrument?

PE

Twinkl:

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Invasion Games

RE

Discovery RE: Hindu Beliefs

How can Brahman be everywhere and in everything?

UC: Salvation

Why do Christians call the day Jesus died 'Good Friday'?

Music

Charanga:

Three Little Birds

PSHE

Twinkl:

Digital Wellbeing

Diverse Britain

DT

Electricity

How can electricity be used in a game?

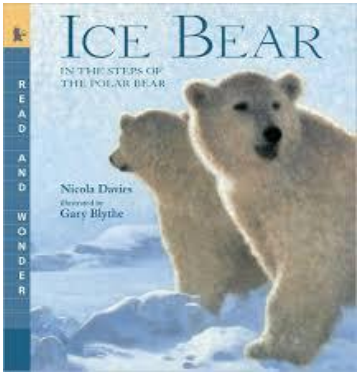
Language Angels:

Les Animaux

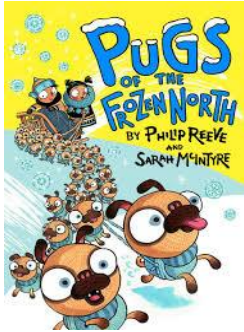
Painting

How is colour used to represent extreme landscapes?

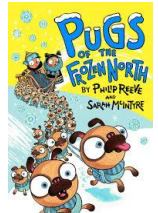
**Theme – Geography:
Our Wonderful World**



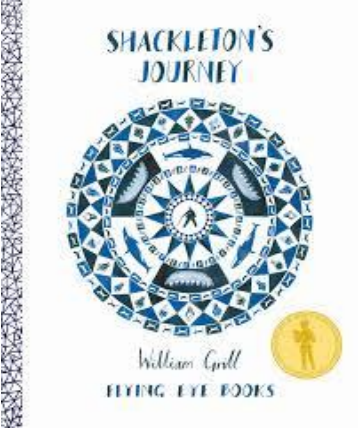
**Non-Fiction:
Non-chronological Report**



**Core Text/Class Reader:
Whole Class Reading using VIPERS**



**Poetry:
Descriptive Poetry**



**Non-Fiction:
Persuasive Letter**



**Narrative:
Character Description
First Person Recount (Diary)**

Science

Forces and Magnets: How do we know that forces exist if we can't see them?		Term: Spring	Year: 3/4 Year A 2025-2026
Foundations of previous learning: Year 1/2: Everyday Materials - Which Material is Best? Year 2 Objective: I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects and some forces act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	Begin to use a science model to describe Predict using cause & effect	<ul style="list-style-type: none"> • To know what a force is. • To know what a contact force is and be able to measure them. • To know what a magnet is and how it behaves. • To know that not all magnets are the same. • To know which materials are magnetic and why 	<ul style="list-style-type: none"> • force • push • pull • contact • distance • gravity • force arrow • movement • magnetic • magnetism • poles • north • south • attract • repel • non-magnetic
	Assessment of Skills	Assessment of Knowledge	
	Explaining science Designing experiments	<ul style="list-style-type: none"> • I can compare how things move on different surfaces • I can notice that some forces need contact between two objects, but magnetic forces can act at a distance • I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles • I can predict whether two magnets will attract or repel each other, depending on which poles are facing. • I can 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 	

Geography

Locational and Place Knowledge: Our Wonderful World		Term: Spring	Year: 3/4 Year A 2025-2026
<p>Foundations of previous learning: KS1 – Key Question: Where in the world...? Name and locate the world’s seven continents and five oceans. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Y3&4: Home Sweet Home (Last term): Name and locate counties and cities of the UK Use 4 points on a compass: north, south, east and west.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Locational Knowledge: Locate world’s continents / countries Locate the equator, Northern and Southern hemisphere and the Arctic and Antarctic circles.</p> <p>Geographical skills: Read and interpret the globe as a flat map.</p>	<p>To read and interpret atlases and digital atlases to locate continents, equator, hemispheres and circles.</p> <p>To read and interpret globes and Google Earth to locate continents, equator, hemispheres and circles.</p> <p>To interpret maps as a flat globe</p>	<p>To locate the world’s continents using maps, with focus on Europe and N and S America.</p> <p>To identify the position and significance of the equator, northern hemisphere and the southern hemisphere</p> <p>To identify the position and significance of the arctic and Antarctic circles.</p>	<p>countries globe, world continents – Asia, Africa, North America, South America, Antarctica, Europe, Oceania/ Australasia equator Northern Hemisphere Southern Hemisphere Arctic Antarctic map & atlas</p>
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> I can locate continents, equator, hemispheres and arctic and Antarctic circles on maps, globes and digital resources. 	<ul style="list-style-type: none"> I can explain how explain how the world is made up of hemispheres and how the equator separates them. I can explain and name the 7 continents. I can identify and describe the similarities and differences between the Arctic and Antarctic. 	

Computing

Computer Science: Can a computer be a musical instrument?		Term: Spring	Year: 3/4 Year A 2025-2026
Foundations of previous learning: KS1: Computer Science We are treasure hunters (y1) Switched on Strand: Coding Key Question: How do we tell a computer what to do?			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description 	Scratch programming blocks commands code sprite costume stage backdrop programming blocks motion turn point in direction go to glide sequence event task design code/run the code order note chord design algorithm bug/debug	
	Assessment of Skills & Knowledge		

Online Safety

Digital Literacy: Copyright and Ownership (Project Evolve)		Term: Spring	Year: 3/4 Year A 2025-2026
Foundations of previous learning: Project Evolve from all previous years			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> Understand the opportunities networks offer for communication and collaboration Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns and inappropriate behaviour. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> The child can demonstrate that they can act responsibly when using computers and the internet. The child can decide whether digital content is relevant for a given purpose or question. 	<ul style="list-style-type: none"> To understand that we all have rights over the content we create To know that whilst the internet may be 'Free' not all content is 'Free to use' 	copyright permission ownership Internet World Wide Web copyright-free copyright-licensed
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> I can discuss the consequences of particular behaviours when using digital technology. I know how to search specifically for images, videos, news etc... 	<ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission isn't fair I can explain what problems this might cause 	

PSHE 1

Twinkl: Digital Wellbeing		Term: Spring 1	Year: 3/4 Year A 2025-2026
Foundations of previous learning: KS1 – Digital Well-Being Year A Online Safety Day Project Evolve – Online Relationships; Online Bullying; Health, Well-Being and Lifestyle; Privacy and Security			
Unit Learning			
Themes	Skills / Knowledge	Vocabulary	
The Digital World Digital Kindness Do I know you? Online Information Keep it Private My Digital Wellness	To know about the benefits of the internet and the importance of balancing time online with other activities To recognise ways in which the internet and social media can be used both positively and negatively To learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online To know about discrimination: what it means and how to challenge it To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face To learn about why someone may behave differently online, including pretending to be someone they are not To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know To know to assess the reliability of sources of information online and how to make safe, reliable choices from search results To understand how information on the internet is ranked, selected and targeted at specific individuals and groups To learn about how text and images in the media and on social media can be manipulated or invented To understand the importance of keeping personal information private To know about privacy and personal boundaries To understand the reasons for following and complying with regulations and restrictions (including age restrictions) To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships To recognise things appropriate to share and things that should not be shared on social media	Internet online social media personal information communication respect offline behaviour website apps bullying cyberbullying trolling harassment device reliability rules cookies	
Assessment			
All children should be able to... <ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn’t share passwords and private information; • explain why we have rules and restrictions around the technology we use. 			

PSHE 2

Twinkl: Diverse Britain		Term: Spring 2	Year: 3/4 Year A 2025-2026
Foundations of previous learning: KS1 – Diverse Britain Year A LKS2 British Values – Mutual Tolerance and Respect			
Unit Learning			
Themes	Skills / Knowledge		Vocabulary
Living in the British Isles Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What does it mean to be British?	To understand what personal identity is and what contributes to who we are To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To learn about the relationship between rights and responsibilities To know about the different groups that make up their community and what living in a community means To understand diversity: what it means, the benefits of living in a diverse community and valuing diversity To recognise there are human rights that are there to protect everyone To understand the importance of compassion and how to show care and concern for others To value the different contributions that people and groups make to the community To recognise reasons for rules and laws and the consequences of not adhering to rules and laws to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves To recognise there are human rights, that are there to protect everyone To know about stereotypes; how they can negatively influence behaviours and attitudes towards others To know about discrimination: what it means and how to challenge it To respect the differences and similarities between people and recognise what they have in common with others To know about prejudice; how to recognise behaviours/ actions which discriminate against others To understand how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with		multicultural society diverse culture identity tradition right responsibility democracy equality government rules liberty respect discrimination stereotype
	Assessment		
	All children should be able to... <ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them. 		

Design Technology

Electricity: How can electricity be used in a game? (STEM: Exciting Electricity)		Term: Spring	Year: 3/4 Year A 2025-2026
Foundations of previous learning: KS1: Planning, Design, Making and Evaluating skills: Windmills Year 3/4: Planning, Design, Making and Evaluating skills: Mini Greenhouses			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Making products work Across KS2 pupils should know: <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • that materials can be combined and mixed to create more useful characteristics • that mechanical and electrical systems have an input, process and output • the correct technical vocabulary for the projects they are undertaking In early KS2 pupils should also know: <ul style="list-style-type: none"> • how simple electrical circuits and components can be used to create functional products 	<u>Year 3/4</u> <ul style="list-style-type: none"> • To be able to assemble, fit and test a simple circuit for a steady hand game. • To be able to safely and accurately drill holes in plastic. • To select materials appropriately for functionality and aesthetic qualities 	<ul style="list-style-type: none"> • To understand the terms ‘make and ‘break’ when referring to simple circuits. • To understand how to use simple electrical circuits and components to make a functional game. 	battery buzzer conductor copper wire current electricity pillar drill switch voltage
	Assessment of Skills	Assessment of Knowledge	
	Children can: <ul style="list-style-type: none"> • Plan, design and make a functional game using a simple electrical circuit • Choose appropriate materials and explain their choices • Evaluate the finished product, exploring challenges, successes and next steps. 	Can I apply my Science knowledge about electrical circuits to make a functional game?	

Art

Painting: How can art represent extreme landscapes? Artist Study: Linda Lang, Kenojuak Ashevak & Ted Harrison		Term: Spring	Year: 3/4 Year A 2025-2026
Foundations of previous learning: Year 1&2 Strand: Painting Key question: How do we make different colours to use in our paintings? Artist: Alma Woodsey Thomas, Kandinsky, Mondrian			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history 	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. To create and use different tones of colour. To mix perfect tertiary colours.	To recognise and identify differences and similarities in the work of artists.	primary secondary tertiary complementary harmonious colour wheel tone tint hue light dark monochrome shade pastel
	Assessment of Skills & Knowledge		
	<ul style="list-style-type: none"> To understand about tint and tone using it through practical experiences To explore different painting techniques using these to create their own imaginative paintings To respond to ideas and techniques used by other artists comparing and contrasting images 		

RE 1

Hinduism: How can Brahman be everywhere and in everything?		Term: Spring 1	Year: 3/4 Year A 2025-2026
To understand the Hindu belief that there is only one God with many different aspects.			
Foundations of previous learning:			
Year 3/4 - Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice 	<p>Thinking about religion and belief</p> <ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> investigate and connect features of religions and beliefs ask significant questions about religions and beliefs describe and suggest meanings for symbols and other form of religious expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> describe some religious beliefs and teachings of religions studied, and their importance <p>Practices and lifestyle (what people do)</p> <ul style="list-style-type: none"> describe how some features of religions studied are used or exemplified in festivals and practices <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> make links between religious symbols, language and stories and the beliefs or ideas that underlie them <p>Identity and experience (making sense of who we are)</p> <ul style="list-style-type: none"> compare aspects of their own experiences and those of others, identifying what influences their lives <p>Values and commitments (making sense of right and wrong)</p> <ul style="list-style-type: none"> make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> To know that everyone has many different aspects of their personalities. To understand that Hindus worship many different Gods. To know that Brahman is a Hindu god. To know what Hindus believe about Brahman. To understand how Hindus use their deities within the temple and in Puja. To know that Hindus can express their beliefs and faith through dance. To know the meaning of the tri-murti. To understand different analogies of Brahman. To know that Hindu beliefs influence their actions. To compare Hindu beliefs with those held by other faiths. 	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja deity represents kindness wealth friendship importance omnipresent
	Assessment of Skills	Assessment of Knowledge	
	I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	

RE 2

Christianity: Salvation		Term: Spring 2	Year: 3/4 Year A 2025-2026	
Why do Christians call the day Jesus died 'Good Friday'?				
Foundations of previous learning:				
FS - UC Salvation unit: Why do Christians put a cross in an Easter Garden?				
Y1/2 – UC Salvation units: What do Christians believe God is like? Why does Easter matter to Christians?				
Y3/4 - UC Salvation unit: Is forgiveness always possible for Christians?				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p>Children will know that:</p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>Salvation Holy Week Jesus Jerusalem Palm Sunday Maundy Thursday The Last Supper Good Friday Easter Sunday crucifixion resurrection disciples ridicule persecution</p>	
	Assessment of Skills and Knowledge			
		<ul style="list-style-type: none"> I understand that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. I can explain what each event of Holy Week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. I know that most Christians believe that Jesus rose from the dead and so is alive today. I can explain why Christians call this Good Friday I understand that, for some Christians today, standing up for your faith can risk ridicule and even persecution. 		

PE 1

Twinkl: OAA		Term: Summer 5	Year: 3/4 Year A 2025-2026
Foundations of previous learning: Year 3 OAA (Year 4 only)			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should: Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<ul style="list-style-type: none"> To work in small groups developing problem-solving skills To describe how the body reacts at different times and how this affects performance when showing leadership skills To navigate around a space with growing skills and confidence To read a map with increasing accuracy and confidence and within a time limit To create symbols that are effective for map reading To follow a map with increasing accuracy and confidence 		<p>Obstacle, senses, exercise, leadership, adapt, taking a chance, course, problem-solving, challenge, different, control card, navigate, space, sportsmanship, follow, map, markers, orienteer, space, anagram, orienteering,</p>
	Assessment		
	<p>All children should be able to:</p> <ul style="list-style-type: none"> Know that they warm up before exercise Follow a map with a degree of confidence Work well in a team Know what equipment they would need for their activities 		

PE 2

Twinkl: Invasion Games		Term: Summer 6	Year:3/4 Year A 2025-2026
Foundations of previous learning: FS – Multi-skills, Striking & fielding Y1/2 – Invasion games (Y1), Attacking and defending (Y1) Attacking and defending (Y2) Invasion games (Y2) Coordination with team games (Y2) Y3/4 – Invasion Games Y3 Basketball/ Football/Hockey/Tennis/ Handball/Lacrosse			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, football, hockey, basketball & netball) and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • To apply the basic principles of invasion games • To move with the ball • To use a range of techniques to pass the ball • To understand the basic principles of defending in invasion games 	Attack Defend Dribble Passing Play Receiving Support Bounce pass Chest pass Shoulder pass Overhead pass Collaboration Dodging Footwork Goal High 5 Netball Intercepting Marking Names of positions Non-contact Pivot Point Signal	
	Assessment		

Music

Three Little Birds: Music from around the world: Reggae		Term: Spring	Year: 3/4 Year A 2023-2024
<p>Foundations of previous learning: Key stage 1: Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. Year 3/4: Charanga Unit: Glockenspiels 1: Play a variety of classroom instruments, playing glockenspiels as a whole class ensemble; Understand the various music language to describe the musical dimensions of a piece; Listen to music and begin to understand the different musical dimensions running through it.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Performing (singing/playing):</p> <ul style="list-style-type: none"> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm. To be able to start and stop appropriately by following a leader or conductor. <p>Improvising and composing:</p> <ul style="list-style-type: none"> To begin to compose and improvise by using one to three note melodies. <p>Listening, developing knowledge and understanding:</p> <ul style="list-style-type: none"> To begin to hear and understand how pulse rhythm and pitch fit together and how they differ for each style of music. (<i>Focus on Reggae</i>) To begin to identify the instruments that are present in a track 	<ul style="list-style-type: none"> To recognise the basic style indicators for Reggae music. To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo). 	<p>pulse pitch rhythm dynamics texture tempo structure timbre notation listening album reggae music Jamaican vocal line accompaniment hook style chorus verse</p>
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> I can sing or play confidently with a sense of pulse and rhythm. I can start and stop appropriately by following a leader or conductor. I can identify the instruments that are present in a recording. I can begin to compose and improvise by using one to three note melodies. 	<p>The children can:</p> <ul style="list-style-type: none"> recognise the style indicators of Reggae music understand the music language used to describe the music 	

French

Main Unit: Les Animaux (Language Angels) Core Vocabulary: Days of the Week (1 lesson) Cultural Lesson: Nice Carnival	Term: Spring 1 & 2	Year: 3/4 Year A 2023-2024
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Phonics: Lesson 2 – French Pronunciation (CH, OU, ON, OI) Grammar: Nouns, gender, articles/determiners and verbs

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information to an audience read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary write phrases from memory, and adapt these to create new sentences describe people, places, things and actions orally and in writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people/places/things/actions orally/in writing 	<p>We will work on improving our memory skills so that we remember the animals in French after the lesson.</p> <p>We will be remembering to always look out for cognates (such as lion) and using pictures to help. We will be learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).</p> <p>We will use a range of activities to learn and retain the new vocabulary, building up to a final task of producing a short simple phrase with je suis... plus an animal from memory.</p>	<ul style="list-style-type: none"> To name and recognise up to 10 animals in French. To attempt to spell some of these nouns with their correct indefinite article. To use the 1st person singular of the verb être (je suis = I am) to pretend to be a particular animal <p>Cultural Year 3</p> <ul style="list-style-type: none"> Understand and respect different people and places in the world Understand that some people speak a different language to my own <p>Year 4</p> <ul style="list-style-type: none"> Identify similarities and differences in my culture to that of another 	<p>les animaux un lapin un (m) un canard une (f) un singe un cochon un mouton un lion une souris un oiseau une vache un cheval je suis</p>
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> I can listen carefully and pronounce unfamiliar words with increasing accuracy. I can use familiar sounds and spellings to help me recognise and learn new language. I can remember and recall words in French I can use phrases to say and write sentences. 	<p>By the end of this unit, all children should be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend to be a particular animal using the 1st person singular of the verb être (je suis = I am). 	