Year 3 Curriculum Map 2022-23

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Skills	By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.					
	Curriculum	How to Heal a Broken Wing. Bob Graham. Hodgeheg. Dick King-Smith.	The Boy who Grew Dragons. Andy Shepherd.	Bill's New Frock. Anne Fine.	Escape from Pompeii. Christina Balit. National Geographic Kids Everything Volcanoes and Earthquakes.	Charlotte's Web. E.B.White.	Roman Myths and Legends.
English	Skills	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.					

	Curriculum	If I were in Charge of the World - Poetry Non-chronological Report (Nocturnal animals) Narrative Adventure – Stone Age Boy	Character Description – Dragon Leaflet – Skara Brae Instructions (Bread)	Diary entry (BNF) Narrative Different Culture – Buri and the Marrow Postcard from Lyme Regis	Explanation (Volcanoes) Romantic Narrative - Lava Poetry (Haiku)	Persuasion - CW Narrative – Star in a Jar Letter (Year 2)	Recount – Sport's Day Play script (Myths and Legends) Information book (Romans)
SPAG		Revisit KS1 See NC or classroom secrets LTP for information. Word classes. Word/phrase/clause.	**Determiners** (a or an) **Conjunctions** (when, before, after, so, while, because)	**Adverbs to express time, place or cause** (then, next, soon, therefore) **Prepositions to express time, place or cause** (before, after, during, in)	**Speech** (inverted commas) **Tense** (present perfect)	**Paragraphs** **Headings and sub-headings**	**Word families** (based on common words) **Prefixes** (super, anti, auto)
Maths	Skills	Detailed progression of skills using the White Rose Scheme of work					
	Curriculu	Place Value Addition Subtraction	Multiplication Division Measurement	Multiplication Division Measurement	Fractions	Fractions Geometry Measurement	Statistics

Science	Skills	**Asking relevant questions and using different types of scientific enquiries to answer them** The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. The children answer questions posed by the teacher. Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question. **Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** The children make systematic and careful observations. They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements. **Setting up simple practical enquiries, comparative and fair tests** The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. **Explanatory note** A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship. **Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables** • The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. • Children are supported to present the same data in different ways in order to help with answering the question. **Using straightforward scientific evidence to answer questions or to support their findings** • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence. **Identifying differences, similarities or changes related to simple scientific ideas and processes** • Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. **Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** • They draw conclusions based on their evidence and current subject knowledge. • They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. • Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry. **Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions** • They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.

	Curriculum	**Animals and Skeletons** • Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. • Know how nutrients, water and oxygen are transported within animals and humans. • Know about the importance of a nutritious, balanced diet. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement: Know about the skeletal and muscular system of a human.	**Rocks** •Know how soil is made and fossils formed. •Know about and explain the difference between sedimentary, metamorphic and igneous rock. •Compare and group rocks based on their appearance and physical properties, giving a reason.	**Forces and Magnets** •Compare how things move on different surfaces. •Know how a simple pulley works and use making lifting an object simpler •Notice that some forces need contact between two objects, but magnetic forces can act at a distance. •Observe how magnets attract and 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 with attract or repel each other, depending on which poles are facing.	**Light** •Recognise that they need light in order to see things and that dark is the absence of light. •Notice that light is reflected from surfaces. •Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. •Recognise that shadows are formed when the light from a light source is blocked by a solid object. •Find patterns in the way that the sizes of shadows change.	Animal Homes • Observe closely and identify animal homes • Suggest suitable sites for animal homes, providing simple explanations for their choices using simple scientific vocabulary • Provide homes and other methods to attract animals	**Plants** •Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. •Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. •Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant. •Know the way in which water is transported within plants.

Computing	Skills	<u>Computer Science</u> 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. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. <u>Information Technology</u> search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, including collecting, analysing, evaluating and presenting data and information. <u>Digital Literacy</u> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.					
	Curriculum	Unit 3.1 Coding Number of Weeks 6 Main Programs 2Code	Unit 3.2 Online safety Weeks 3 Programs Various Unit 3.3 Spreadsheets Weeks 3 Programs 2Calculate	**Unit 3.4 Touch Typing Weeks** 4 **Programs** 2Type	**Unit 3.5 Email** (including email safety) **Weeks** 6 **Programs** 2Email, 2Connect, 2DIY **Unit 3.6 Branching Databases Weeks** 4 **Programs** 2Question	**Unit 3.7 Simulations Weeks** 3 **Programs** 2Simulate, 2Publish	**Unit 3.8 Graphing Weeks** 3 **Programs** 2Graph

History	Skills and Curriculum	**<u>Stone age, Bronze age and Iron age</u>** Understand about changes in Britain from the Stone Age to the Iron Age - *Including late Neolithic hunter-gatherers* - *- Bronze Age religion, technology anf travel* - *Iron Age Hill Forts; tribal kingdoms, farming, art and culture.* **<u>Historical Knowledge</u>** **Constructing the past** *Child can identify some of the achievements made by the Stone Age, Bronze Age and Iron Age* **Sequencing the past** *Child can group a few events, structures and artefacts belonging to the Stone, Bronze and Iron Age* **<u>History Concepts</u>** **Change and development** *Child can describe some similarities and differences between the Stone Age and The Iron Age.* **Cause and effect** *Can describe some reasons why conditions changed over time* **Significance and interpretations** *Describe in detail some of the most significant features of the Stone, Bronze and Iron Ages. Recognise why some people might have different views about the Stone, Bronze and Iron Ages.* **<u>Historical Enquiry</u>** **Planning and carrying out a historical enquiry** *Produce a plan to investigate life in the Midlands during the stone Age, Bronze Age or Iron Age. Use historical sources as evidence.* **Using sources as evidence** *Describe how particular sources support the inquiry of evidence of Stone Age life in the Midlands.*		**<u>Romans</u>** Understand about the Roman Empire and it's Impact on Britain. Could include – Attempted Invasion by Julius Ceasar in 55-54BC The Roman Empire by AD42 and the power of the army Successful Invasion by Claudius and conquest including Hadrian's wall. British Resistance – Boudica "Romanisation" of Britain including culture and beliefs. **Historical Knowledge** **Constructing the past** Child can recall details about and a number of achievements made by the Romans **Sequencing the past** Child can sequence many of the main features of the Roman period. **History Concepts** **Change and development** Child can categorise changes into different periods of the Roman era. **Cause and effect** Explain why some reasons were important in the changing nature of every-day life in Roman times. **Significance and interpretations** Explain why Roman achievements were significant Explain why and how there were different viewpoints about Boudicca. **Historical Enquiry** **Planning and carrying out a historical enquiry** Plan a script for a radio interview with Claudius about the successful invasion of Britain. **Using sources as evidence** Use a range of sources to support the success of Claudius.

Geography	Skills		Name and locate the world's countries using maps – identify key physical and human characteristics, countries and major cities. Name and locate counties and cities in the UK – identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) and how these have changed over time. Understand the similarities and difference through the study of human and physical Geography of a region in the UK. Use maps, atlases, globes and digital mapping to locate a region in the UL and describe the features studied. Use the 8 points of a compass, 4 figure grid references, symbol and key (Ordnance Survey) to build knowledge of the UK.	
	Curriculum		**Volcanoes** **The UK and Local Area** Use a copy of a map of the British Isles and locate the 4 main countries, main counties and major cities. Describe their location compared to each other using 8 points of a compass. **The World And Continents** Child can describe some European countries and cities using an atlas. **Physical and Human Themes** Child can describe where a particular animal lives and why it is suited to living in that place. Child can make a working model of a volcano and label it. Can describe a volcanic eruption. Link to real life Volcano eruptions (New Zealand?). Discuss the impact on the local environment. **Maps and Atlases** Can use 4 figure grid references to locate Solihull and Lyme Regis on an ordnance Survey Map. Using googles earth, key on ordnance survey maps and images children can compare Lyme Regis with Solihull and discuss the physical and human geographical similarities and differences. **Fieldwork and Investigation** Use google earth and maps to make a simple sketch of Lyme Regis.	

RE	Skills	**Beliefs and teachings (what people believe)** Retell religious stories and identify some religious beliefs and teachings **Practices and lifestyles (what people do)** identify some religious practices, and know that some are characteristic of more than one religion **Expression and language (how people express themselves)** suggest meanings in religious symbols, language and stories **Identity and experience (making sense of who we are)** respond sensitively to the experiences and feelings of others, including those with a faith **Meaning and purpose (making sense of life)** realise that some questions that cause people to wonder are difficult to answer **values and commitments (making sense of right and wrong)** respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong					
	Curriculum	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? Hinduism Divali	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? Christianity Christmas	Could Jesus really heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? Christianity Jesus and miracles	What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? Christianity Easter	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion Can the arts help communicate religious beliefs? Hinduism Hindu beliefs	Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? Hinduism The river Ganges

<table>
<tr><td rowspan="2">Art</td><td>Skills</td><td colspan="3"><u>Drawing</u>
Can they use their sketches to produce a final piece of work?
Can they use charcoal, pencil and pastels?
Can they use different grades of pencil shade, to show different tones and texture?
Can they use a viewfinder to focus on a specific part of an artefact or other piece of art before drawing it?
<u>Painting</u>
Can they mix paint to create all the secondary colours?
Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel (make a colour wheel)? Can they create a background using a wash?
<u>Printing</u>
Can they create a print using pressing, rolling, rubbing and stamping?
Can they create a print in a specific style? (Stone Age)
Can they print onto different materials? (Stone)
Can they use ICT to create repeating patterns?
<u>Sketchbooks</u>
Can they use their books to express feelings about a subject?
Can they suggest improvements to their work by keeping notes in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?
<u>3D/Textiles</u>
Can they use natural, recycled and manmade materials to create sculpture?
Do they experiment with and combine materials and processes to design and make 3D form?
<u>Collage</u>
Can they cut very accurately?
Can they develop skills of over lapping and over laying?
Can they develop an awareness of texture and colour?
Can they use mosaic?
Can they use montage?
<u>Knowledge</u>
Can they compare the work of different artists? Can they explore work from other periods of time? Can they explain art from other periods of history?</td></tr>
<tr><td>Curriculum</td><td><u>Stone Age Art</u>
Research Stone Age art
Draw in the ‘Stone age’ style using pencil crayons and charcoal, inspired by a section of text from ‘Stone age boy’. Make links to:
Cueva de las Manos – Argentina.
Cave paintings using hands.</td><td><u>Volcano art - Jackson Pollock</u>
Painting techniques:
Colour wheel
A wash
Building up paint
Splattering paint
Using different tools to paint.</td><td><u>Patterns around us - William Morris</u>
Sketching
Using ICT to create repeating patterns.</td></tr>
</table>

<table>
<tr><td rowspan="2">Design and Technology</td><td>Skills</td><td colspan="6"><u>Developing, planning and communicating ideas</u>
Generate ideas for an item, considering its purpose and the user/s
Identify a purpose and establish criteria for a successful product.
Plan the order of their work before starting
Explore, develop and communicate design proposals by modelling ideas
Make drawings with labels when designing
<u>Working with tools equipment materials and components to make quality products</u>
Select tools and techniques for making their product
Measure, mark out, cut, score and assemble components with more accuracy
Work safely and accurately with a range of simple tools
Think about their ideas as they make progress and be willing change things if this helps them improve their work
Measure, tape or pin, cut and join fabric with some accuracy
Demonstrate hygienic food preparation and storage
Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
<u>Evaluate processes and products</u>
Evaluate their product against original design criteria e.g. how well it meets its intended purpose
Disassemble and evaluate familiar products</td></tr>
<tr><td>Curriculum</td><td colspan="2"><u>Food Technology</u>
Bread Making</td><td colspan="2"><u>Pop up books</u>
Create and evaluate pop up books</td><td colspan="2"><u>Roman Aqueduct</u>
3D making</td></tr>
<tr><td>PSHE</td><td>Skills</td><td>To explain how my behaviour can affect how others feel and behave.
To explain why it is important to have rules and how that helps them and others in my class learn. To explain why it is important to feel valued.</td><td>To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</td><td>To explain the different ways that help them to learn and what they need to do to improve.
Be confident and positive when they share my success with others. To explain how these feelings can be stored in their internal treasure chest and why this is important.</td><td>To identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
To express how being anxious/ scared and unwell feels.</td><td>To explain how their life is influenced positively by people they know and also by people from other countries.
To explain why my choices might affect my family, friendships and people around the world who they don't know.</td><td>To explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
To recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.</td></tr>
</table>

	Curriculum	**Being me in my world** Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Celebrating Difference** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	**Dreams and Goals** Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	**Healthy Me** Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	**Relationships** Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	**Changing me** How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Music	Skills	**Musical learning focus:** Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place					
	Curriculum	**Let Your Spirit Fly** This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Glockenspiel Stage 1** This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.	**Three Little Birds** This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.	**The Dragon Song** This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song . Using your imagination and working together as a class, create your own performance of the song	**Bringing Us Together** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope	**Reflect, Rewind and Replay** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

PE	Skills	• Practice passing to a partner using a number of sending and receiving techniques. • Improve accuracy of passes and use space to keep possession better. • Remain in control of the ball while travelling. • Use communication skills to help others. • Look when travelling and what happens when the ball is passed. • Play games that involve keeping possession and scoring in targets. • Know which passes are best – tactics to keep possession. • Find a space to receive the ball. • Know what to think about when team has and hasn't got the ball. • How to organise themselves differently to play each of the games successfully. • Understand patterns of play – if the ball is in a certain position, where should the players be?	• Develop and perform actions • Practice and concentrate on quality of movement • Link different balances linking in and out of positions of stillness. • Transfer weight smoothly from one part of the body to another. • Use actions on the floor and over, across and doing apparatus. • Vary and apply actions on floor and apparatus • Perform easy combinations of contrasting actions • Choose combinations that work in their sequences. • Devise own sequences.	• Practice throwing and catching with a variety of different balls using different throwing techniques. • Hit the ball with a racket. • Use different shots. • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Know how they can make it difficult for their opponent to receive ball. • Stand when receiving • Understand attacking and defending tactics. • Understand the rules of the game. • (TENNIS)	• Consolidate and develop the range of their skills in striking and fielding games. • Recognise how specific activities affect their bodies. • Understand the importance of keeping warm. • (TRI GOLF)	• Choose skills and equipment to meet the challenges that they are set. E.g. by increasing the distance thrown. • Use different techniques, speeds and effort to meet the challenges set for running, jumping and throwing. • Recognise and describe what their bodies feel like during activity. • Describe what happens to their heart, breathing and temperature during different levels of activity. • Use different ways of travelling e.g. running, walking and hopping.	• Become confident swimmers. • Swim 100 m without swimming aids. • Achieve personal bests. • Swim a variety of strokes both on front and back. • Swim underwater for at least 10 seconds.
	Curriculu	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Net and Wall Games	Dance Net and Wall Games	Athletics Striking and fielding	Athletics Striking and fielding

MFL	Skills	Understand simple words and phrases. Repeat simple words and phrases. Recognise individual words. Match words to pictures.	Recognise a simple question. Answer simple questions Recognise individual words. Match words to pictures.	Recognise negatives. Join in with simple songs and rhymes. Recognise individual words. Match words to pictures.	Recognise simple adjectives. Answer simple questions. Ask for a question to be repeated. Ask for help. Read a simple rhyme or poem. Write a short and simple response to a simple question.	Identify phonemes. Ask and answer a simple question. To prepare and recite a few familiar sentences. Give a spoken response to a simple question. To talk about themselves using common verbs and first person. I can ask for simple opinions. Can understand familiar written phrases. Write some familiar words from memory.	Identify phonemes. Identify sounds in songs or rhymes. Ask and answer simple questions. Read and pronounce common French letters. Follow and understand a familar text.
	Curriculum	Salut- Core unit 1 Greetings My Familiy	Salut- Core unit 2 Colours Numbers Countries	Salut- Core unit 3 Parts of the body Clothes Months	Salut- Animals	Salut- Food	Salut- At School