

## Year 3 / 4 - Cycle B

out	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
2022/2023	Predators and Prey		Romans		Wonders of the World	
<b>Maths</b>	<ul style="list-style-type: none"> <li>-Number and place value</li> <li>-Addition and subtraction</li> <li>-Properties of shape</li> <li>-Multiplication and division</li> <li>-Money</li> <li>-Time, bar charts and pictograms</li> </ul>		<ul style="list-style-type: none"> <li>-Place value and decimals</li> <li>-Addition and subtraction</li> <li>-Measures and data</li> <li>-Fractions and decimals</li> <li>-Time, Shape</li> <li>-Multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>-Number, place value and sequences</li> <li>-Addition and subtraction</li> <li>-Place value in money</li> <li>-Area, perimeter and coordinates</li> <li>-Capacity and finding change</li> <li>-Multiplication, division, fractions and decimals</li> <li>-Shape and angles, time and data</li> </ul>	
<b>English</b>	<p><b>Poetry :</b> -Dino Raw</p> <p><b>Fiction :</b> -Chalk by Bill Thomson -The Hodgeheg by Dick King-Smith</p> <p><b>Grammar :</b> -Recap on full stops, capital letters, exclamation marks, question marks and commas for lists Y3: Determiners and paragraphs Y4: Pronouns</p>	<p><b>Fiction :</b> - Christmasaurus by Tom Fletcher</p> <p><b>Non-fiction :</b> -Actual Size by Steve Jenkins</p> <p><b>Grammar :</b> Y3:Conjunctions Y4: Fronted adverbials</p>	<p><b>Fiction :</b> -Voices in the park by Antony Browne -The Abominable by Eva Ibbotson</p> <p><b>Grammar :</b> Y3: Adverbs and prepositions Y4: Apostrophes</p>	<p><b>Fiction :</b> -Roman Rewind by Steven Vinacour</p> <p><b>Non-fiction :</b> -The Roman Record (Newspaper History)</p> <p><b>Grammar :</b> Y3: Speech and tenses Y4: Speech and noun phrases</p>	<p><b>Fiction :</b> - Hurricane by David Wiesner</p> <p><b>Non-fiction :</b> -Range of non-fiction texts - mountains, volcanoes and earthquakes</p> <p><b>Grammar:</b> Y3: nouns and word families (throughout RWI spelling). Y4: Standard English</p>	<p><b>Fiction :</b> - The Land of Neverbelieve by Norman Messenger</p> <p><b>Grammar:</b> Y3/4: Recap on Word classification – identifying nouns, adjectives, adverbs and verbs.</p>
<b>Science</b>	<p><b>Rocks :</b> <i>Fossil section</i> - Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Yr3 – linked to topic, dinosaurs)</p>	<p><b>Living things and their habitats :</b> -Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p><b>Electricity :</b> -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -Identify whether or not a lamp will light in</p>	<p><b>Forces and magnets :</b> -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</p>	<p><b>State of matter :</b> <i>Links to geography; the water cycle</i> -Compare and group materials together, according to whether they are solids, liquids or gases -Observe that some materials change state when they are heated or cooled, and measure or research the</p>	<p><b>Weekly investigations – BBC terrific scientific</b></p>

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	<p><b>Animals including humans :</b> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p><b>Science Project :</b> -Linked to DT – making a healthy sandwich, humans balance diet and nutrition</p> <p><b>Animals including humans :</b> -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Yr3)</p> <p><b>Science Project :</b> -Create life size skeleton, label bones, add muscles and draw on main organs.</p>	<p>-Recognise that environments can change and that this can sometimes pose dangers to living things. (Yr4)</p> <p><i>Trip to Huxley's Bird of prey centre – classifying and grouping animals)</i></p>	<p>a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors. (Yr4)</p> <p><b>Science Project :</b> -Investigating conductors in circuits – brightness of a bulb</p>	<p>-Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3)</p> <p><b>Science Project :</b> -Investigating magnets on different materials, creating own game involving magnets</p>	<p>temperature at which this happens in degrees Celsius (°C) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Yr4)</p>	
History			<p><b>Roman Empire and its impact on Britain:</b> <i>Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance - Boudica.</i></p>			

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- Realise that the past can be divided into different periods of time.
- Recognise some of the similarities and differences between different periods in history. (i.e. links to previous eras studied; topics which 'overlap' several historical eras).
- Place periods studied on a timeline.
- Sequence several events or artefacts.
- Use dates and terms related to the period studied (include BC and AD, BCE and CE)
- Place events from the period studied on a timeline.
- Use terms related to the period and begin to date events.
- Find out about everyday lives of people in the times studied and compare with our life today.
- Identify and understand key features and events within period studied.
- Show knowledge and understanding of some of the main events, people and changes studied.
- Begin to give a few reasons for and consequences of the main events and changes.
- Explain why key events happened and why people in history acted as they did.
- Distinguish between and compare different sources of evidence.
- Begin to critically evaluate the usefulness of different sources.
- Use stories to identify the differences between fact and fiction.
- Begin to use key words and phrases from the time period (past, ancient, modern)
- Use a range of sources to find out about a period.
- Respond to questions about the past.
- Use evidence from different sources to build up a picture of a past event.
- Ask and answer questions about the past.
- Use key words and phrases from the time period correctly and with more confidence

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			(decade, century, millennium, BC/AD, period).  <i>Trip to Bignor Roman Villa – looking at Roman artefacts, discussing Romanisation of Britain, culture and beliefs. Roman role play day, historical timeline</i>			
<b>Computing</b>	<p><b>Coding :</b> Y3:</p> <ul style="list-style-type: none"> <li>-To review coding vocabulary that relates to Object, Action, Output, Control and Event.</li> <li>-To use 2Chart to represent a sequential program design.</li> <li>-To use the design to write the code for the program</li> <li>-To design and write a program that simulates a physical system.</li> <li>-To look at the grid that underlies the design and relate this to X and Y properties.</li> <li>-To introduce selection in their programming by using the 'if' command.</li> <li>-To combine a timer in a program with selection.</li> <li>-To understand what a variable is in programming.</li> <li>-To use a variable to create a timer</li> </ul>	<p><b>Unit 3.2 : Online safety</b></p> <ul style="list-style-type: none"> <li>-To know what decomposition and abstraction are in computer science.</li> <li>-To take a real-life situation, decompose it and think about the level of abstraction.</li> <li>-To design a decomposed feature of a real-life situation.</li> <li>-For children to consider if that they read on websites is true?</li> <li>-To look at some 'spoof' websites. To create a 'spoof' webpage.</li> <li>-To think about why these sites might exist and how to check that the information is accurate.</li> <li>-To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>-To discuss why PEGI restrictions exist.</li> <li>-To know where to turn for help if they see</li> </ul>	<p><b>Unit 3.4 : Touch Typing</b> Weeks – 4 Programs – 2Type</p> <ul style="list-style-type: none"> <li>-To introduce typing terminology.</li> <li>-Understand the correct way to sit at the keyboard.</li> <li>-To learn how to use the home, top and bottom row keys.</li> <li>-To practice and improve typing for home, bottom and top rows.</li> <li>-To practice the keys typed with the left hand.</li> <li>-To practice the keys typed with the right hand.</li> </ul>	<p><b>Unit 3.5 : Email</b> (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY</p> <ul style="list-style-type: none"> <li>-To think about different methods of communication.</li> <li>-To open and respond to an email.</li> <li>-To write an email to someone using an address book.</li> <li>-To learn how to use email safely.</li> <li>-To add an attachment to an email.</li> <li>-To explore a simulated email scenario.</li> </ul>	<p><b>Unit 3.6 : Branching Databases</b> Weeks – 4 Programs – 2Question</p> <ul style="list-style-type: none"> <li>-To sort objects using just 'yes' or 'no' questions.</li> <li>-To complete a branching database using 2Question.</li> <li>-To create a branching database of the children's choice.</li> </ul>	<p><b>Unit 3.7 : Simulations</b> Weeks – 3 Programs – 2Simulate, 2Publish Unit</p> <ul style="list-style-type: none"> <li>-To consider what simulations are.</li> <li>-To explore a simulation.</li> <li>-To analyse and evaluate a simulation.</li> </ul> <p><b>Unit 3.8 :Graphing</b> Weeks – 3 Programs – 2Graph</p> <ul style="list-style-type: none"> <li>-To enter data into a graph and answer questions.</li> <li>-To solve an investigation and present the results in graphic form</li> </ul>

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	<ul style="list-style-type: none"><li>-To create a program with an object that repeats actions indefinitely.</li><li>-To use a timer to make characters repeat actions.</li><li>-To explore the use of the repeat command and how this differs from the timer.</li><li>-To know what debugging means.</li><li>-To understand the need to test and debug a program repeatedly.</li><li>-To debug simple programs.</li><li>-To understand the importance of saving periodically as part of the code development process.</li></ul> <p><i>Y4:</i></p> <ul style="list-style-type: none"><li>-To review coding vocabulary.</li><li>-To use a sketch or storyboard to represent a program design and algorithm.</li><li>-To use the design to create a program.</li><li>-To introduce the If/else statement and use it in a program.</li><li>-To create a variable.</li><li>-To explore a flowchart design for a program with an if/else statement</li></ul>	inappropriate content or have inappropriate contact from others				
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	<ul style="list-style-type: none"> <li>-To create a program which responds to the If/else command, using the value of the variable.</li> <li>-To introduce the If/else statement and use it in a program.</li> <li>-To make timers and counting machines using variables to print a new number to the screen every second.</li> <li>-To know what decomposition and abstraction are in computer science.</li> <li>-To take a real-life situation, decompose it and think about the level of abstraction.</li> <li>-To design a decomposed feature of a real-life situation.</li> </ul>					
<b>Art and Design</b>	<b>Optical illusions and Tessellation :</b> <i>Link to maths</i> <ul style="list-style-type: none"> <li>-Learn about great artists, architects and designers in history -</li> <li>-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]</li> <li>- Explore different grades of pencil to show different tones</li> </ul>		<b>Mosaics and Ancient Art :</b> <ul style="list-style-type: none"> <li>-Understand the historical and cultural development of art forms</li> <li>-Explore their ideas. Improve their mastery of art and design techniques.</li> <li>-Practise printing using wooden sticks to create a mosaic design</li> <li>- Make a printed piece in response to</li> </ul>		<b>Painting :</b> <ul style="list-style-type: none"> <li>-To create sketch books to record their observations and use them to review and revisit ideas - River Art inspired by Monet.</li> <li>-Consider light and colour and impressionism.</li> <li>-Explore chalk, colour pencil and watercolour in sketch book</li> <li>-Create a page in sketch book about Monet. Real life landscape sketches</li> </ul>	

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	<p>and depth within their drawings</p> <ul style="list-style-type: none"><li>- Use hatching and cross hatching (including smudging) to show different tones</li><li>- Continue to use a variety of drawing tools</li><li>- Children sketch using a loose wrist encouraging movement from the wrist making light sketches (no rubbers necessary from this point)</li></ul> <p><i>Artist focus: M.C. Escher</i></p>		<p>looking at the work of an artist/designer</p> <ul style="list-style-type: none"><li>- Focus on colour, shapes and lines when creating patterns</li><li>- Continue to print by pressing, rolling, rubbing and stamping</li><li>- Make repeated patterns, overlap, rotate and arrange shapes</li><li>- Make a one-coloured print</li><li>- With help, make prints of 2 or more colours or use mixed media on a one-coloured print</li></ul> <p><i>Artist focus: Lewis Chessmen.</i></p>		<p>and painting watercolours.</p> <ul style="list-style-type: none"><li>- Mix colours to represent images observed in nature</li><li>- Make colours lighter or darker</li><li>- Use powder paint, ready mix, watercolours.</li><li>- Use watercolours to make washes ready for detail</li><li>- Use different thickness of brushes and different techniques to produce shapes, textures, patterns and lines</li><li>- Make notes in sourcebook of how artists have used paint and techniques to produce pattern, colour, texture, tone, shape, space, form and line</li><li>- Sketch lightly before painting</li></ul> <p><i>Artist focus: Monet</i></p> <p><b>3D:</b></p> <ul style="list-style-type: none"><li>-Explore clay 3D models</li><li>-Create clay mountains</li><li>-Use developing clay techniques to apply to pottery (joining clay adequately)</li></ul>	
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<p><b>Design Technology</b></p>		<p><b>Food and healthy diet:</b>          -Learn to select and use a range of utensils and use a range of techniques as appropriate          To prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.          - Refer to their design criteria as they design and make          - Use their design criteria to evaluate their completed products</p> <p><i>Make bread rolls, design own healthy filling for the roll, chop and prepare the ingredients and create a filled roll</i></p>		<p><b>Mechanisms:</b>          -Levers and linkages: Design and make a moving picture.          -Select from and use a wider range of tools and equipment accurately to perform practical tasks.          - Measure, mark out, cut and shape materials and components with some accuracy          - Assemble, join and combine materials and components with some accuracy          apply a range of finishing techniques, including those from art and design, with some accuracy</p> <p><i>Create different levers and linkages out of card, then create a moving picture</i></p>		<p><b>Product Design:</b>          - Gather information about the needs and wants of particular individuals and groups          - Develop their own design criteria and use these to inform their ideas          - Generate realistic ideas, focusing on the needs of the user          - Make design decisions that take account of the availability of resource</p> <p><i>Discuss the problems that mountaineers face and design a product to overcome this – Little inventors book.</i></p> <p><b>Textiles:</b>          -Design and make and product for a mountaineer.          -Use sewing as a joining technique</p> <p><i>Practice joining techniques with different stitches, design and make a mountaineer's pocket out of fabric.</i></p>
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<b>Geography</b>	<b>Map work skills :</b> -Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Describe and understand physical features – ecosystems, vegetation belts. -Locate some of the world's countries and major cities, environmental regions.			<b>Physical geography :</b> -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Describe and understand physical features (rivers, mountains, volcanoes and earthquakes). - Water cycle - Begin to use maps and use basic coordinates. - Begin to draw sketch maps or areas studied. - Read maps using keys and coordinates. - Interpret graphs. -Name and locate the key topographical features (hills, mountains, coasts and rivers).		
<b>Music</b>	<b>Sounds :</b> - Develop a solid understanding of pulse and use it within own creations of music. -Create abstract sound effects. -Compose and perform short melodies (tuned percussion, keyboards, computers, etc.) and repeating rhythmic patterns, for a desired effect. -Learn how a single rhythm can be shared between more than one instrument. -Create rhythmic accompaniments for melodies. -Begin to understand how a drone or ostinato (tuned or	<b>Poetry :</b> -Identify how the different layers within a piece of music can affect the mood for the listener -Value silence! -Understand it is used with intention by composers. -Know and be able to identify the sounds of instruments from a range of cultures. -Experience and respond to music from a range of times and cultures and know the purposes behind these.  <i>Yr3:</i> -Improvise music -Use their voices with accuracy, fluency, control, and expression	<b>China :</b> <i>Yr3:</i> -Explore pitch, appropriate musical notations, and timbre -Learn to sing and to play a musical instrument -Listen to, review, and evaluate music across a range of genres, styles, and traditions -Understand and explore how music is created -Begin to use musical terminology, to describe what is happening in a piece of music and how it can affect the mood: Pitch Dynamics (volume)	<b>Communication :</b> -Begin to understand and follow basic notation (crotchets = 1 beat, minims = 2 beats, quavers = ½ beats, basic rests; staff notation). -Follow graphic and conventional notation within lessons, continuing to expand conventional notation knowledge.  <i>Yr3:</i> -Listen with attention to detail and recall sounds with increasing aural memory -Improvise and compose music using the inter-related dimensions of music	<b>Singing in French :</b> <i>Yr3:</i> -Explore pitch, structure, and appropriate musical notations -Learn to sing and to play a musical instrument -Reproduce sounds from aural memory -Understand and explore how music is created -Explain how the composition has been structured/how the parts fit together. -At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison. -At a competent level, vary the parts being performed, whilst	<b>Time :</b> <i>Yr3:</i> -Listen to, review, and evaluate music, including the works of the great composers -Use and understand staff notation (rhythm) -Learn to sing and to play a musical instrument -Develop an understanding of musical composition, organising and manipulating ideas within musical structures -Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with

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	<p>unturned) can be used to accompany other melodies or rhythms.</p> <p><i>:Yr3</i>          -Understand and explore how music is created, produced, and communicated          -Appreciate and understand a wide range of recorded music drawn from different traditions, including the works of the great musicians          -Learn to sing and play a musical instrument          -Perform in an ensemble context</p> <p><i>Yr4:</i>          -Understand and explore how music is created, produced, and communicated          -Appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres          -Listen with attention to detail and recall sounds with increasing aural memory          -Sing with increasing fluency and expression</p>	<p>-Explore structure, timbre, and dynamics</p> <p><i>Yr4:</i>          -Use and understand staff notation (rhythm)          -Use technology appropriately (create a recording)          -Explore structure, timbre, and texture          -Create music on their own and with others</p>	<p>Timbre (tone), including instrumental choices</p> <p><b>Around the World :</b>  <i>Yr4:</i>          -Listen to, review, and evaluate music, including the works of the great composers          -Appreciate and understand a range of music drawn from different traditions          -Use and understand musical notations          -Improvise and compose music using the inter-related dimensions of music          -Begin to use musical terminology, to describe what is happening in a piece of music and how it can affect the mood:          Pitch          Dynamics (volume)          Timbre (tone), including instrumental choices</p>	<p>-Learn to sing and play a musical instrument</p> <p><i>Yr4:</i>          -Use their voices and play musical instruments with increasing accuracy, fluency, control, and expression          -Play and perform in solo and ensemble contexts          -Compose music for a range of purposes</p>	<p>ensuring they fit together "as a whole"</p> <p><b>Links to Farlington School – Music Teacher held weekly singing sessions in French. Then put on a performance with Farlington pupils to the parents</b></p> <p><b>Sounds :</b>  <i>Yr4:</i>          -Understand and explore how music is created, produced, and communicated          -Appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres          -Listen with attention to detail and recall sounds with increasing aural memory          -Sing with increasing fluency and expression          -Explain how the composition has been structured/how the parts fit together.          -At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison.          -At a competent level, vary the parts being performed, whilst</p>	<p>the rest of the ensemble. i.e. layered compositions, playing own rhythm alongside other rhythms that fit but are not unison</p> <p><b>Building :</b>  <i>Yr4:</i>          -Listen to, review, and evaluate music, including the works of the great composers          -Explore structure, pitch, and duration          -Learn to sing and to play a musical instrument          -Improvise music          -Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble. i.e. layered compositions, playing own rhythm alongside other rhythms that fit but are not unison</p>
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					ensuring they fit together "as a whole"	
Religious Education	Religious Rituals	Diwali	Heroes & Heroines	Food & Fasting	What is faith?	Pilgrimages: - Walsingham
P.S.H.E	<b>Relationships</b>  <b>Families and friendships :</b> -Positive friendships, including online <b>Safe relationships :</b> -Responding to hurtful behaviour -Managing confidentiality -Recognising risks online  <b>Respecting ourselves and others :</b> -Respecting differences and similarities -Discussing difference sensitively		<b>Living in the wider world</b>  <b>Belonging to a community :</b> -What makes a community -Shared responsibilities  <b>Media literacy and digital resilience :</b> -How data is shared and used  <b>Money and work :</b> -Making decisions about money -Using and keeping money safe		<b>Health and Wellbeing</b>  <b>Physical health and Mental wellbeing :</b> -Maintaining a balanced lifestyle -Oral hygiene and dental care  <b>Growing and changing :</b> -Physical and emotional changes in puberty -External genitalia -Personal hygiene routines -Support with puberty  <b>Keeping safe :</b> -Medicines and household products -Drugs common to everyday life	
P.E	<b>SAQ</b>  <b>Gymnastics (Complete PE):</b> -Pathways  <b>Games (Complete PE):</b> -Striking & Fielding	<b>Dance (Complete PE):</b> -The Weather  <b>Games (Complete PE):</b> -Invasion	<b>SAQ</b>  <b>Gymnastics (Complete PE):</b> -Lifting body parts high.  <b>Games (Complete PE):</b> -Invasion	<b>Dance (Complete PE):</b> -Country  <b>Games (Complete PE)-</b> -Invasion  <b>OAA (Complete PE):</b> -Team work	<b>SAQ</b>  <b>Athletics (Complete PE)</b>  <b>OAA (Complete PE):</b> -Orienteering  <b>Games (Complete PE):</b> -Striking & Fielding	<b>Athletics (Complete PE)</b>  <b>Games (Complete PE):</b> -Net
MFL (French)	<b>Unit 1 :</b> <i>Greetings and name</i> <i>Family Unit</i> <i>Numbers 0-12</i>  -Listen and respond to simple songs -Listen attentively	<b>Unit 1 :</b> <i>Age</i>  -Recognise and respond to words – listen with care, speak clearly and confidently.	<b>Unit 2 :</b> <i>Numbers 11-20</i> <i>Favourite playground games</i>  -Recognise and respond to sound patterns and words –	<b>Unit 3 :</b> <i>Look at me</i> <i>Happy Birthday</i> <i>Come to my party</i>  -Listen attentively	<b>Unit 3</b> <i>Party games</i> <i>Body Parts</i> <i>Colours</i>  -Listen and respond to songs -Sing songs	<b>Unit 4</b> <i>Monsters</i> <i>My Monster</i>  -Hear main word classes -Notice the spelling of familiar words

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	<ul style="list-style-type: none"> <li>-Repeat words and phrases modelled by the teacher</li> <li>-Knowledge of other cultures.</li> <li>-Experiment with the writing of simple words</li> <li>-Perform simple communicative tasks</li> <li>-Recognise some familiar words in written form</li> <li>-Listen and respond to simple songs</li> <li>-Listen attentively – repeat words modelled by the teacher</li> <li>-Imitate pronunciation of sounds.</li> <li>-Look at the face of the person speaking and listen attentively</li> <li>-Use gestures to show they understand. Use actions to aid memorisation</li> </ul>	<ul style="list-style-type: none"> <li>-Perform simple communicative tasks using short sentences – ask and answer questions</li> <li>-Recognise question forms</li> <li>-Practice new language with a friend.</li> <li>-Look at the face of the person speaking and listen attentively</li> </ul> <p><b>Unit 2 :</b> <i>Learning</i> <i>Le Navet Enorme</i></p> <ul style="list-style-type: none"> <li>-Listen attentively – repeat words and phrases modelled by the teacher</li> <li>-Imitate pronunciation of sounds</li> <li>-Hear main word classes</li> <li>-Recognise that languages describe familiar things differently</li> <li>-Recognition of gender – masculine and feminine nouns</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Listen and respond to simple stories – join in with storytelling</li> </ul>	<ul style="list-style-type: none"> <li>listen with care – speak clearly and confidently.</li> <li>-Listen attentively – repeat words modelled by the teacher</li> <li>-Imitate pronunciation of sounds</li> <li>-Identify specific phonemes</li> <li>Recognise how sounds are presented in written form.</li> <li>-Perform simple communicative tasks – answer questions</li> <li>-Make links between some phonemes, rhymes and spellings – pronounce accurately the most commonly used letter strings</li> </ul>	<ul style="list-style-type: none"> <li>-Repeat phrases modelled by the teacher</li> <li>-Use physical response, mime and gesture to convey meaning and show understanding.</li> <li>-Recognise some familiar words in written form</li> <li>-Understand words displayed in the classroom</li> <li>-Imitate pronunciation of sounds</li> <li>-Use gestures to show they understand</li> <li>-Compare the language with English</li> <li>-Listen and respond to songs – sing songs</li> <li>-Recognise and respond to sound patterns and words</li> <li>-Listen with care</li> <li>-Identify social conventions at home and in other cultures (celebrations)</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Experiment with the writing of simple words.</li> <li>-Write simple, familiar words using a model</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively</li> <li>-Repeat words and phrases modelled by the teacher</li> <li>-Remember a sequence of spoken words</li> <li>-Use gesture to show understanding</li> <li>-Use physical response to show understanding</li> <li>-Imitate pronunciation of sounds.</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Recognise and respond to sound patterns and words</li> <li>-Listen with care</li> <li>-Identify social conventions at home and in other cultures (celebrations)</li> <li>-Perform simple communicative tasks -recall, retain and use vocabulary</li> <li>-Recognise some familiar words in written form</li> <li>-Perform simple communicative tasks using single words</li> </ul>	<ul style="list-style-type: none"> <li>-Compare the language with English</li> <li>-Recognise and respond to words</li> <li>-Listen with care</li> <li>-Listen attentively</li> <li>-Remember a sequence of spoken words</li> <li>-Identify specific words</li> </ul>
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