









Our Lady of Peace Catholic Nursery & Primary School

Curriculum Map 2021-2022

Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview- Year 3

THEMES			
	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Theme 1: Wellbeing</p> <p>The wellbeing agenda is at the heart of our curriculum. Children and young people should feel happy, safe, respected and included in the school environment and staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. At Our Lady of Peace, we believe that each individual is given gifts and talents by God. We equip our students with the knowledge and skills on how to identify their emotions as well as understand their own mental health from an early age. Linked to wellbeing is our R.E. unit on 'Belonging.' Having a strong sense of belonging to the family will help children learn life skills to make the best choices into their adulthood. It also provides a firm foundation for the child's identity, enabling them to feel comfortable and confident of trying new things.</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Theme 3: Leadership & Collaboration</p> <p>Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. At Our Lady of Peace we want pupils to play an active and positive role in all aspects of school life. We are committed to developing pupils' skills as leaders across the school in order to develop their personal and social development.</p> <p>We promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. At OLOP we promote cohesion by serving more ethnically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>Theme 5: Enquiry & Creativity</p> <p>Our pupils will have a passion and thirst for knowledge and have a clear understanding of our core values and our mission. Through enquiry, pupils will engage in research around interesting ideas and essential questions. This will prepare them for life in the wider community and provide an opportunity to take a hands-on approach in their education while obtaining several important skills that can be used at all levels of their learning, and even into their future careers. Additionally, the right mix of creativity along with the curriculum will help pupils to be innovative and encourage them to learn new things.</p>
	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Theme 2: Resilience & Stamina</p> <p>In a world of increasing 'pressure' on young children it is vital that children have the fortitude, passion and ability to succeed. Our curriculum teaches children the skills of listening, communication and teamwork. We embrace a school-wide learning culture that genuinely enables all children to develop as resilient, self-regulating learners and thinkers.</p> <p>Our pupils develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work and are encouraged to develop mechanisms for protection against experiences which could be overwhelming. This enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change.</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Theme 4: Our Place in the World</p> <p>In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Theme 6: Embracing change & Aspirations</p> <p>The meaning of aspiration is something you hope to achieve. At Our Lady of Peace, we want our pupils to have high aspirations to help build toward a future and give a sense of control and hope. It is a process of reaching the stars and we want our pupils to have the motivation and desire to achieve the best they can. Pupils will be expected to reflect on their learning and decide what they want to achieve for themselves. Our pupils will be open-minded, excited to celebrate others and share their successes and be empowered to be in control of their own future, supported by guidance from God.</p>

	Autumn	Spring	Summer
Art & D.T.	<p>Art How did Stone Age people communicate?</p>  <p>Can show facial expressions in art. Can use sketches to produce a final piece of art. Can use different grades of pencil to shade and to show different tones and textures Can use a range of brushes to create different effects in painting. Can recognise when art is from different historical periods. Know where each of the primary and secondary colours sits on the colour wheel</p> <p>D.T. What will I need to construct a shelter for a nomadic family?</p>  <p>Can prove that a design meets some set criteria. Can follow a step-by-step plan, choosing the right equipment and materials. Can choose a textile for both its suitability and its appearance. Can select the most appropriate tools and techniques for a given task. Can work accurately to measure, make cuts and make holes.</p>	<p>Art What contributions did the Romans make towards art?</p>  <p>Can use a range of brushes to create different effects in painting. Can identify the techniques used by different artists. Can compare the work of different artists. Can recognise when art is from different cultures. Can recognise when art is from different historical periods. Can use mosaic</p> <p>D.T. What makes a Roman feast?</p>  <p>Can prove that the design meets some set criteria Can follow a step-by-step plan, choosing the right equipment and materials Can describe how food ingredients come together</p>	<p>Art Can artists have different styles? (Alma Thomas and Claude Monet)</p>  <p>Can use different grades of pencil to shade and to show different tones and textures Can create a background using a wash Can compare the work of different artists</p> <p>Art Who is Jason Naylor?</p>  <p>Can use sketches to produce a final piece of art Can create a background using a wash Can identify the techniques used by different artists Can use digital images and combine with other media in my art Can use IT to create art which includes my own work and that of others</p>
SMSC/British Values	<p>Spiritual: 1c, 1d Social: 3a, 3b Cultural: 4a, 4b, 4d</p>	<p>Spiritual: 1c, 1d Social: 3a, 3b Cultural: 4a, 4d</p>	<p>Spiritual: 1c, 1d Social: 3a, 3b Cultural: 4a, 4b, 4d, 4e (BV Link)</p>
Science	<p>Science How can I keep myself healthy?</p>	<p>Science Light & Shadow</p>	<p>Science How do plants grow?</p>



Can ask relevant scientific questions.
 Can use observations and knowledge to answer scientific questions.
 Can gather, record, classify and present data in different ways to answer scientific questions.
 Can use diagrams, keys, bar charts and tables; using scientific language.
 Can explain the importance of a nutritious, balanced diet.
 Can explain how nutrients, water and oxygen are transported within animals and humans.
 Can describe and explain the skeletal system of a human.
 Can describe and explain the muscular system of a human.
 Can describe the purpose of the skeleton in humans and animals

Rocks and Soil



Can gather, record, classify and present data in different ways to answer scientific questions.
 Can use diagrams, keys, bar charts and tables; using scientific language.
 Can use findings to report in different ways, including oral and written explanations, presentation.
 Can compare and group rocks based on their appearance and physical properties, giving a reason.
 Can describe how fossils are formed.
 Can describe how soil is made.
 Can describe and explain the difference between sedimentary and igneous rock.



Can ask relevant scientific questions.
 Can gather, record, classify and present data in different ways to answer scientific questions.
 Can make a prediction and describe what dark is (the absence of light).
 Can explain that light is needed in order to see.
 Can explain that light is reflected from a surface.
 Can explain and demonstrate how a shadow is formed.
 Can explore shadow size and explain.
 Can explain the danger of direct sunlight and describe how to keep protected

Forces & Magnets



Can set up a simple enquiry to explore a scientific question.
 Can set up a test to compare two things.
 Can set up a fair test and explain why it is fair.
 Can make careful and accurate observations, including the use of standard units.
 Can explore and describe how objects move on different surfaces.
 Can explain how some forces require contact and some do not, giving examples.
 Can explore and explain how objects attract and repel in relation to objects and other magnets.
 Can predict whether objects will be magnetic and carry out an enquiry to test this out.
 Can describe how magnets work.
 Can predict whether magnets will attract or repel and give a reason















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 Can set up a simple enquiry to explore a scientific question.
 Can set up a test to compare two things.
 Can set up a fair test and explain why it is fair.
 Can make careful and accurate observations, including the use of standard units.
 Can describe the function of different parts of flowering plants and trees.
 Can explore and describe the needs of different plants for survival.
 Can explore and describe how water is transported within plants.
 Can describe the plant life cycle, especially the importance of flowers.




How do plants grow and what is their importance in the world?



Can set up a simple enquiry to explore a scientific question.
 Can set up a test to compare two things.
 Can set up a fair test and explain why it is fair.
 Can make careful and accurate observations, including the use of standard units.
 Can identify differences, similarities and changes related to an enquiry
 Can describe the function of different parts of flowering plants and trees.
 Can explore and describe the needs of different plants for survival.
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			Can describe the plant life cycle, especially the importance of flowers.
SMSC/British Values	Spiritual: 1b, 1d Moral: 2b Social: 3a	Spiritual: 1b, 1c 1d Social: 3a	Spiritual: 1b, 1d Moral: 2b Social: 3a
History & Geography	History Would I enjoy living in the Stone Age?  <p>Can describe events from the past using dates when things happened Can use a timeline within a specific period of history to set out the order that things may have happened. Can use mathematical knowledge to work out how long ago events happened Can use research skills to find answers to specific historical questions. Can describe events and periods using the words: BC, AD & decade. Can picture what life would have been like for the early settlers.</p> How did people survive in the Iron Age?  <p>Can describe events from the past using dates when things happened. Can use a timeline within a specific period of history to set out the order that things may have happened. Can use my mathematical knowledge to work out how long ago events happened. Can use research skills to find answers to specific historical questions Can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p>	History Were the Romans the greatest inventors ever?  <p>Can describe events from the past using dates when things happened. Can use a timeline within a specific period of history to set out the order that things may have happened. Can explain some of the times when Britain has been invaded Can research in order to find similarities and differences between two or more periods of history Can use research skills to find answers to specific historical questions Can explain why certain people acted as they did in history.</p> Geography Where in the world are we?  <p>Can use some basic Ordnance Survey map symbols. Can use grid references on a map. Can use an atlas by using the index to find places. Can identify key features of a locality by using a map. Can use 4 figure grid references Can plot NSEW on a map Can describe how volcanoes are created Can locate and name some of the world's most famous volcanoes</p>	Geography Where does our food come from?  <p>Can use the correct geographical words to describe a place (Tropic of Cancer & Capricorn) Can describe how earthquakes are created. Can name a number of countries in the northern hemisphere. Can explain why a locality has certain human features Can explain how life in a different country would be different from mine</p> How has life changed in the UK?  <p>Can name and locate the capital cities of neighbouring European countries. Can use the correct geographical words to describe a place</p>

SMSC/British Values	Spiritual: 1a, 1b, 1c Moral: 2c Social: 3a Cultural: 4a, 4d	I can describe how volcanoes have impacted people's lives Spiritual: 1a, 1c Social: 3a Cultural: 4a, 4b, 4c, 4d	Spiritual: 1a, 1b, 1c Social: 3a Cultural: 4b, 4d
R.E.	<p>R.E. Homes- What makes a house a home?</p>  <p>Understand God's vision for every family Can use own words to accurately retell stories about religious events and people and begin to link some of these to religious beliefs. Able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. Can share with and question others about the things that have happened. Can give some examples of how own and others' behaviour is influenced by what it is felt or believed. Can express a point of view and begin to give a reason for it. Can make a link to a source that supports a point of view.</p> <p>Baptism- Promises Why make promises?</p>  <p>Understand that belonging to a group involves promises and rules Understand the promises made at Baptism Able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p>	<p>R.E. Journeys- Is life a journey?</p>  <p>Know about the Christian family's journey with Jesus through the Church's year Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. Can share with and question others about the things that have happened to them and talk about how they have felt. Can give some examples of how their and others' behaviour is influenced by what they feel or believe. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. Can express a point of view and begin to give a reason for it. Can make a link to a source that supports a point of view.</p> <p>Listening & Sharing- What's so important about listening & sharing?</p>  <p>Can listen and share with one another Can listen to the Word of God and sharing in Holy Communion</p>	<p>R.E. Energy- What's the use of energy?</p>  <p>Understand the energy of fire and wind Know about the wonder and power of the Holy Spirit Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can share with and question others about the things that have happened to them and talk about how they have felt. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p> <p>Choices- What helps me to choose well?</p>  <p>Know choices have consequences Know the importance of conscience in making choices Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p>

	<p>Able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions.</p> <p>Able to share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p> <p>Can express a point of view and begin to give a reason for it.</p> <p>Can make a link to a source that supports a point of view.</p> <p>Visitors- Are visitors always welcome?</p>  <p>Understand that belonging to a group involves promises and rules</p> <p>Know about the promises made at Baptism</p> <p>Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.</p> <p>Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p> <p>Can describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions.</p> <p>Can give some examples of how their and others' behaviour is influenced by what they feel or believe.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions</p> <p>Can express a point of view and begin to give a reason for it.</p> <p>Can make a link to a source that supports a point of view.</p>	<p>Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.</p> <p>Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p> <p>Can share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p> <p>Giving All- What makes some people give everything for other people?</p>  <p>Know how people give themselves</p> <p>Know that Lent is a time to remember Jesus total giving</p> <p>Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.</p> <p>Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p> <p>Can share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p>	<p>Can share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p> <p>Special Places- What makes a place?</p>  <p>Know that everyone has a special place</p> <p>Know the special places for Jesus and the Christian Community</p> <p>Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.</p> <p>Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p> <p>Can share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions</p>
SMSC/British Values	<p>Spiritual: 1a, 1b, 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3b, 3c</p> <p>Cultural: 4b, 4d, 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1c 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3c</p> <p>Cultural: 4b, 4d, 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1c 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3c</p> <p>Cultural: 4b, 4d, 4e (BV Link)</p>
Computing	Computing Coding	Computing Spreadsheets	Computing Simulations



Can review coding vocabulary that relates to Object, Action, Output, Control and Event.
 Can use 2Chart to represent a sequential program design.
 Can design and write a program that simulates a physical system.
 Can look at the grid that underlies the design and relate this to X and Y properties.
 Can combine a timer in a program with selection.
 Can understand what a variable is in programming.
 Can create a program with an object that repeats actions indefinitely.
 Can use a timer to make characters repeat actions.
 Know what debugging means. Understand the need to test and debug a program repeatedly.

Online Safety



Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
 Understand how the Internet can be used to help us to communicate effectively.
 Understand how a blog can be used to help us communicate with a wider audience.
 Understand what 'spoof' websites are
 Can create a 'spoof' webpage.
 Can think about why these sites might exist and how to check that the information is accurate.
 Understand the meaning of age restrictions symbols on digital media and devices.
 Understand why PEGI restrictions exist.
 Know where to turn for help if they see inappropriate content or have inappropriate contact from others.

(This unit will continue into the Autumn 2)

Touch Typing



Can create pie charts and bar graphs.
 Can use the 'more than', 'less than' and 'equals' tools.
 Can use the Advanced Mode of 2Calculate and use coordinates.

Emails



Can think about the different methods of communication.
 Can open and respond to an email.
 Can write an email to someone, using an address book.
 Can learn how to use email safely.
 Can learn how to use email safely.
 Can add an attachment to an email.
 Can explore a simulated email scenario.

Branching Databases



Can sort objects using just YES/NO questions.
 Can complete a branching database using 2Question.
 Can create a branching database of the children's choice.

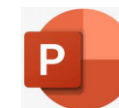


Know what simulations are.
 Can explore a simulation.
 Can analyse and evaluate a simulation





Graphing








Can enter data into a graph and answer questions.
 Can solve an investigation and present the results in graphic form.







Computing Presenting with Microsoft PowerPoint



Can create a page in a presentation.
 Can add media to a presentation.
 Can animate a presentation.
 Can add in timings to a presentation.
 Can create a presentation linked to a topic.
 Can create a presentation linked to a topic.

	 <p>Understand the correct way to sit at the keyboard. Know how to use the home, top and bottom row keys. Can practise and improve typing for home, bottom and top rows. Can practise the keys typed with the left hand. Can practise the keys typed with the right hand.</p>		
P.E.	<p>P.E. Netball & Dance</p>  <p>Beginning to use simple tactics. Can learn the rules of the game and beginning to use them honestly. Can communicate with the team and move into space to support them. Can defend an opponent and try to win the ball. Can pass, receive and shoot the ball with some control. Can provide feedback using key words. Can understand their role as an attacker and as a defender. Can work co-operatively with the group to self-manage games. Can be respectful of others when watching them perform. Can repeat, remember and perform a dance phrase. Can use counts to keep in time with a partner and group. Can use dynamic and expressive qualities in relation to an idea. Can work with a partner and in a small group, sharing ideas. Can create short dance phrases that communicate the idea.</p> <p>Fundamentals & Fitness</p>  <p>Can jump and turn a skipping rope. Can change direction quickly. Can identify when they are successful. Can link hopping and jumping actions. Can demonstrate balance when performing other fundamental skills.</p>	<p>P.E. Cricket & Gymnastics</p>  <p>Can bowl a ball towards a target. Beginning to strike a bowled ball after a bounce. Developing an understanding of tactics and beginning to use them in game situations. Can learn the rules of the game and beginning to use them honestly. Can persevere when learning a new skill. Can provide feedback using key words. Can use overarm and underarm throwing, and catching skills. Can work co-operatively with their group to self-manage games. Can adapt sequences to suit different types of apparatus. Can choose actions that flow well into one another. Can choose and plan sequences of contrasting actions. Can complete actions with increasing balance and control. Can move in unison with a partner. Can provide feedback using key words. Can use a greater number of my own ideas for movements in response to a task.</p> <p>Ball Skills & OAA</p> 	<p>P.E. Tag Rugby & Athletics</p>  <p>Know the rules of the game and beginning to use them to play honestly. Can communicate with their team and move into space to help them. Can defend an opponent and attempt to tag them. Can move with a ball towards goal with increasing control. Can pass and receive the ball with some control. Can provide feedback using key words. Know their role as an attacker and as a defender. Can work cooperatively with their group to self-manage games. Can identify when they are successful. Can take part in a relay activity, remembering when to run and what to do. Can throw a variety of objects, changing action for accuracy and distance. Can use different take off and landings when jumping. Can use key points to help them to improve their sprinting technique. Can work with a partner and in a small group, sharing ideas. Can show determination to achieve their personal best</p> <p>Basketball & Co-ordination</p>

	<p>Can understand how the body moves differently at different speeds. Can understand why it is important to warm up. Can complete exercises with control. Can persevere when they find a challenge hard. Can provide feedback using key words. Can use key points to help them to improve sprinting technique. Can work safely with others. Can show balance when changing direction. Can understand that there are different areas of fitness.</p>	<p>Can catch different sized objects with increasing consistency with two hands. Can dribble a ball with control. Can persevere when learning a new skill. Can provide feedback using key words. Can show a variety of throwing techniques. Can throw with accuracy and increasing consistency to a target. Can track the path of a ball that is not sent directly to them. Can develop map reading skills. Can follow and give instructions. Can listen to and is accepting of others' ideas. Can plan and attempt to apply strategies to solve problems. Can reflect on when and why they are successful at solving challenges and beginning to understand why. Can work collaboratively with a partner and a small group.</p>	 <p>Can use simple tactics. Know the rules of the game and beginning to use them honestly. Can dribble, pass, receive and shoot the ball with some control. Can find space away from others and near to their goal. Can provide feedback using key words. Can track an opponent to slow them down. Know their role as an attacker and as a defender. Can work co-operatively with their group to self-manage games.</p>
SMSC/British Values	<p>Spiritual: 1b, 1c, 1d Moral: 2a, 2b Social: 3a, 3b</p>	<p>Spiritual: 1b, 1c, 1d Moral: 2a, 2b Social: 3a, 3b</p>	<p>Spiritual: 1b, 1c, 1d Moral: 2a, 2b Social: 3a, 3b</p>
Music	<p>Music Let your spirit fly</p>  <p>Can explore the RnB style of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs</p> <p>Glockenspiel</p>  <p>Can explore and develop playing skills. Can play and read the notes C, D, E, F and play various tunes. Can practice improvising and composing songs using the glockenspiel and other musical instruments.</p>	<p>Music Three little birds</p>  <p>Can explore the Reggae style of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p>The Dragon Song</p> 	<p>Music Bringing Us Together</p>  <p>Can explore the Disco style of music. Know how music can talk about friendship, hope and unity. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs</p> <p>Reflect, Rewind & Replay</p>  <p>Can explore the Classical style of music.</p>

	Can perform their songs in class.	Can explore music from around the world, celebrating their differences and being kind to one another. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs	Know about the history of music and will look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.
SMSC/British Values	Spiritual: 1c, 1d Social: 3a, 3b Culture: 4d	Spiritual: 1c, 1d Social: 3a, 3b Culture: 4b, 4d	Spiritual: 1c, 1d Social: 3a, 3b Culture: 4b, 4d
French	French Bonjour  <p>Can greet and say goodbye to someone Can ask someone's name and say their own Can ask how someone is and respond to the same question Can learn some basic nouns Can count numbers 1-10</p> En Classe  <p>Can identify classroom objects Can identify colours, and describe an object's colour Can say their age Can recognise and repeat classroom instructions</p>	French Mon Corps  <p>Can identify parts of the body Can describe eyes and hair appearance Can recognise days of the week Can give basic character descriptions</p> Les Animaux  <p>Can identify animals and pets Can recognise and use numbers 11-20 Can give someone's name Can describe someone</p>	French Ma famille  <p>Can identify family members Can recognise and spell with letters of the alphabet Can list household items Can use basic prepositions sur</p> Bon Anniversaire!  <p>Can recognise and ask for snacks Can give basic opinions about food Can use numbers 21-31 Can recognise and use the months Can form dates</p>