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| A picture containing drawing  Description automatically generated **Year 3/4A****Long Term Plan** | **Autumn 1** **(Geography)** | **Autumn 2****(History)** | **Spring 1** **(Science)** | **Spring 2****( Creative)** | **Summer 1****(Environmental study)** | **Summer 2****(History)** |
|  | **Route 66** | **Stone Age Rocks!****(Stone Age)** | **Scrapheap Challenge or Robots** | **Urban Pioneers** | **Survival of the fittest** | **Ruthless Romans**Roman Empire - KS2 History - BBC Bitesize |
| **Memorable Experience** |  | **WOW Day – Stone Age Activities off timetable.** | **School Visitors - Workshop** | **Graffiti WOW Day** | **Wise Owl Bird of Prey Rescue – visit to school?** | **Leeds Royal Armouries** |
| **English Y3** | **Libba (Y3)****Writing Outcomes****Y3**-Personal Writing --Poetry -Information Writing -Writing in Role: -Diary or Letter -Advertisement -Poetry or Lyrics | **UG (Y3)****Writing Outcomes**-**VIPERS linked texts:**  | **Iron Man (Y3)****Writing Outcomes**-**VIPERS linked texts:**  | **The Green Ship (Y3)****Writing Outcomes**-**VIPERS linked texts:**  | **Fly Eagle Fly** **(Y3)****Writing Outcomes**-**VIPERS linked texts:**  | **Escape from Pompeii****Writing Outcomes**-**VIPERS linked texts:**  |
| **English** **Y4** | **The Miraculous Journey of Edward Tulane (Y4)****Y4**-Poetry- Story maps -Instructions -Writing in role -Character descriptions -Narrative descriptions -Diary entry  -Autobiography**VIPERS linked texts:** Route 66 Micro-vipers on Americas | **The Pebble in my Pocket (Y4)****Writing Outcomes**-**VIPERS linked texts:**  | **Tin Forest (Y4)****Writing Outcomes**-**VIPERS linked texts:**  | **Krindlekrax (Y4)** **Writing Outcomes**-**VIPERS linked texts:**  | **Wolf’s Footprints (Y4)****Writing Outcomes**-**VIPERS linked texts:**  | **Across The Roman Wall (Y4)****Writing Outcomes**-**VIPERS linked texts:**  |
| **Maths****Maths Hub** | Y3Place valueAddition and subtractionY4Place valueAddition and subtraction | Y3Addition and subtractionMultiplication and divisionY4Measurement – areaMultiplication and division | Y3Multiplication and divisionLength and perimeterY4Multiplication and divisionLength and perimeter | Y3FractionsMass and capacityY4Fractions Decimals | Y3FractionsMoneyTimeY4DecimalsMoneyTime | Y3Time cont..ShapeStatistics Y4ShapeStatisticsPosition and direction |
| **Science****New 2022 National curriculum Developing Experts.**  | DE-Living things & Habitats Nature and the environment. (Yr4) I can recognise that living things can be grouped in a variety of ways.I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.I can recognise that environments can change and that this can sometimes pose dangers to living things.  | DE-Rocks (Yr3) I can explore the formation and properties of igneous rocks. I can explore the formation and properties of sedimentary and metamorphic rocks. I can explore weathering and the suitability of rocks for different purposes.  I can explore how water contributes to the weathering of rocks. I can understand how fossils are formed. I can explore different types of soil.  | DE-Forces and Magnets (Yr3) Update for new curriculum. I can explore contact and non-contact forces.I can compare how things move on different surfaces.I can explore different types of magnetsI can explore the properties of magnets and everyday objects that are magnetic.I can understand that magnetic forces can act at a distance.I can explore the everyday uses of magnets.  | DE- Light (Yr3) Update for new curriculum.I can identify the difference between light sources and non-light sourcesI can explore the light that comes from the sun and how to stay safeI can explore materials which are reflectiveI can discover how shadows are formed.I can investigate how shadows change throughout the day.I can investigate how you can change the size of a shadow. | DE- Animals & inc Humans what makes us. (Yr3)I can explore the 5 key food groups.I can learn about the nutrition in the foods that we eat.I can learn about the different types of skeletons.I can learn about the human skeleton. I can learn about animals and their skeletons. I can explore the role muscles.  | DE- Sound (Yr4) I can identify how sounds are made.I can explore how vibrations from sounds travel through a medium to the ear.I can explore sound insulation.I can explore volume.I can explore pitch. |
| **Art & Design** |  | **Art focus –Drawing**Cave Drawings**Key artist**Images from Lascaux Cave**Key artwork**An image from the Lascaux cave paintings**Sketchbook**Record observations (Yr3) |  | **Art focus –Sculptures**Paper Sculptures- a play area**Key artist**Robert Sweeny**Key artwork**Richard Sweeny,03M (Shell), watercolour paper 2010**Sketchbook**Record observations (Yr3 |  | **Art focus – Painting**Shade and tints to create a mosaic**Key artist**Sea Creature Mosaic in Ruins of Pompeii**Key artwork**Pompeii, Sea Creature Mosaic**Sketchbook**Record observations (Yr4) |
| **Computing****Rising Stars** | **We are programmers****(3.1)**Pupils create their own animation in Scratch.**In this unit, pupils will learn to:** **● plan and create an algorithm for an animated scene in the form of a storyboard** **● write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound** **● review their animation programs and correct mistakes.****Computing PoS focus:****Computer Science – Coding** | **We are bug fixers****(3.2)**Pupils learn to recognise some common types of programming error, and practise solving problems through logical thinking.**In this unit, pupils will learn to:** **● develop a number of strategies for finding errors in programs** **● build up resilience and strategies for problem solving** **● increase their knowledge and understanding of Scratch** **● recognise a number of common types of bugs in software.****Computing PoS focus:****Computer Science – Computational Thinking** | **We are presenters****(3.3)**Pupils create an informative presentation for their peers about a topic or subtopic from another curriculum area. They source images online to illustrate their presentation and film it against a green screen background.**In this unit, pupils will learn to:** **● develop their web-based research skills** **● structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area** **● record a piece to camera** **● edit a movie using static images and green screen footage** **● give constructive, critical feedback on recorded presentations.****Computing PoS focus:****Information Technology – Media** | **We are co-authors****(3.5)**Pupils collaborate to create a ‘mini Wikipedia’.**In this unit, pupils will learn to:** **● understand the conventions for collaborative online work, particularly in wikis** **● be aware of their responsibilities when editing other people’s work** **● become familiar with Wikipedia, including potential problems associated with its use** **● practise their research skills** **● write for a target audience using a wiki tool** **● develop collaboration skills** **● develop proofreading skills.****Computing PoS focus:****Information Technology – Media** | **We are musicians****(4.3)**Pupils explore GarageBand and create their own composition and performance.**In this unit, pupils will learn to:** **● create a repeating percussion rhythm** **● play music using virtual instruments** **● compose or edit tunes using the piano roll (pitch and duration) tool** **● perform electronic music using pre-recorded loops, and create their own loops** **● create a multi-track composition or performance using multiple instruments** **● give feedback to others on their compositions and performances.****Computing PoS focus:****Information Technology – Media** | **We are opinion pollsters****(3.6)**Pupils create their own online opinion poll, seek responses and then analyse the results, creating charts showing data and a brief illustrated report.**In this unit, pupils will learn to:** **● understand some elements of survey design** **● understand some ethical and legal aspects of online data collection** **● use the Internet to facilitate data collection** **● gain skills in using charts to analyse data** **● gain skills in interpreting results.****Computing PoS focus:****Information Technology – Data** |
| **Design & Technology** | DT focus- Textiles 2D shapes to 3D products: Make a purse for the road journey decorated with buttons, beads and sequence in the style of the stars and stripes of the American flag (Yr3)\*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups\*select from and use a wider range of materials and components\*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | DT focus – Structures Shell Structure: Use 2 D shapes to make a 3D Gift box including Stiffening and strengthening techniques(Yr3)\* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design\*apply their understanding of how to strengthen, stiffen and reinforce more complex structures\*investigate and analyse a range of existing products \* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | DT focus- food and nutrition: A healthy and varied diet. Prepare a healthy snack- e.g. granola bar, bread. Invite parents to try the food prepared (Yr3)\*understand and apply the principles of a healthy and varied diet |  |
| **Geography** | To extend their knowledge and understanding to include North and South America. To locate North and South America on a map, concentrating on their environmental regions, key physical and human characteristics, and major cities.  | To describe and understand key aspects of different types of settlements and land use.  |  | I can use maps and atlases to locate countries and describe features. |  | I understand geographical similarities and differences through the study of human and physical geography. |
| **History** |  | Changes in Britain from the Stone Age to the Iron Age:Stone AgeI can identify when the Stone Age period started and ended and can sequence key events.I can find out about the types of tools used and how they changed throughout the Stone Age.I can find out what people ate in the Stone Age and how they gathered food.I can look at different homes from the Palaeolithic, Mesolithic and Neolithic times. I can understand what was found at Skara Brae and why it is important.I can identify how life changed for people during the Stone Age. | Changes in Britain from the Stone Age to the Iron Age:The Bronze Age and the Iron AgeI can use a range of sources to find out about life in the Bronze Age.I can find out about houses in the Bronze and Iron ages.I can find out what life was like in an Iron Age hillfort.I can identify how life changed for people in Britain from the Stone Age to the Iron Age. |  |  | The RomansI can place some historical periods in a chronological framework. I can ask and answer questions about the past.I can use a range of sources to find out about the Romans.I can explain the different waysin which the past is represented.I can understand that sources can contradict each other.I can describe significant historical events from Roman Britain. |
| **Music****Collins Scheme** | Year 3 gp 1 – UkuleleYear 3 gp 2- Food and Drink/Human BodyI can explore simple accompaniments using beat and rhythm patternsI can use a score and combine sounds to create different musical texturesI can explore different types of accompanimentI understand call andresponse structureI can perform word rhythmsI can sing in two partsI understand and perform binary form.Year 4 – Around the world/ Singing SpanishI can explore the pentatonic scaleI can play leapsI can read graphic notationI can describe music using musical and non-musical termsI can compose and notate pentatonic melodiesI can combine tuned percussion, untuned percussion and singingI can sing in groupsI can develop descriptive song accompanimentssinging in two parts with accompanimentI can perform repeating rhythmsI can combine tuned percussion, untuned percussion and singing | Year 3 gp 1 – UkuleleYear 3 gp 2- In the past/ Ancient WorldsI can understand pitchI can learn to read simple pitch notationI can read simple rhythmnotationI can learn a Tudor danceI can explore tuned anduntuned percussion.I can explore musicalphrases, melodic imitationand roundsI can perform a round inthree partsI can arrange an accompaniment withattention to balance andmusical effectYear 4- Building/TimeI can combine four body percussion ostinati as a song accompanimentI describe what a layered structure in a rhythmic ostinato piece is.I can create rhythmic ostinatiI can accompany a melody with a droneI can read a clock score to play a piece combining drone and melodic ostinatiI can identify the metre of a new songI can play and sing repeated patterns (ostinati) from notationI can describe syncopation and using off-beat rhythms in improvisationI can combine independent parts in more than one metreI can identify how a well-known story has been told in music | Year 3 gp 1 – UkuleleYear 3 gp 2-Communication/SoundsI can represent sounds withsymbolsI can use my voice creatively and expressivelyI can create and performfrom a symbol scoreI can understand musicalconversation structureI can describe how soundsare produced and howinstruments are classifiedI can say what a chordophones is.Year 4 -Environment/ RecyclingI can explore how different timbres can be descriptive to accompany a songI can explore the descriptive music of two major composersI can compose an introduction for a songI can make instrumentsI can perform verse and chorus structureI can interpret notationI can use ABA structureI can chant in three partsI can perform rondo form | Year 3 gp 2- UkuleleYear 3 gp 1 – Communication/Sounds I can represent sounds withsymbolsI can use my voice creatively and expressivelyI can create and performfrom a symbol scoreI can understand musicalconversation structureI can describe how soundsare produced and howinstruments are classifiedI can say what a chordophones is.Year 4- Sounds/PoetryI can classify instruments I can learn some simple beatboxing soundsI can describe what an aerophone isI can explore the combined expressive effects of different instrument groupsI can look at music notation with reference to metre and accentI can build an extended performance piece from a poemI can use canon and ostinati as accompanimentsI can pay attention to notation, accent, diminuendo and balanceI can use beatbox techniques to imitate the sound of a drum kitI can perform a rap with a vocal beatbox accompanimentI can balance voices in a performance | Year 3 gp 2- UkuleleYear 3 gp 1 – Human Body/ Food and Drink I can explore simple accompaniments using beat and rhythm patternsI can use a score and combine sounds to create different musical texturesI can explore different types of accompanimentI understand call andresponse structureI can perform word rhythmsI can sing in two partsI understand and perform binary form.Year 4- Food and Drink/CommunicationI can combine expressive use of the voice with physical movementI can respond to sound with visual signalsI can perform sequences of sounds matched to visual sequencesI can compose and play sequences of word rhythmsI can learn rhythmic and melodic accompaniments I can copy rhythms and a short melodyI can play ostinati and layer them in a performanceI can sing music to communicate a meaningI can compose a rap | Year 3 gp 2- UkuleleYear 3 gp 1 – In the past/Ancient WorldsI can understand pitchI can learn to read simple pitch notationI can read simple rhythmnotationI can learn a Tudor danceI can explore tuned anduntuned percussion.I can explore musicalphrases, melodic imitationand roundsI can perform a round inthree partsI can arrange an accompaniment withattention to balance andmusical effectYear 4 – Ancient worlds/ In the pastI can learn a verse and chorus songI understand that melodies have phrasesI can explore layers and layeringI can compare and contrast structureI can identify key features of minimalist structureI can play a Renaissance dance from notationsI can compose a fanfareI can learn a dance and play music used for celebrationsI am learning a 1960s pop song |
| **PE****Spiral****(Year 3 curriculum)** | Fitness circuit: I can perform 5 sit ups with a basketball in my hands.Slam ball: I can identify good and bad technique in others.End zone games: I can understand the different techniques of dribbling a basketball.Dodgeball: I can demonstrate a block, a dodge, and a catch and understand their roles in dodge ball.Ball games: I can accurately throw a ball to a partner’s hands, aiming between their shoulders and their waist.Throwing and catching: I can identify the elements of good team work and why they are important.Rugby: I can demonstrate a sidestep technique off both sides whilst carrying a rugby ball. | Hockey: I can maintain a two handed grip on my hockey stick.Football: I can kick a static ball through a gate that is 5m away and is 5cm wide (with both feet).Tennis: I can perform a controlled volley (forehand and backhand)Basketball: I can perform the technique of a chest pass, a lob pass and a bounce pass over 5m.Netball: I can catch a ball whilst moving.Dodgeball: I can hit a range of static targets with a bean bag.Game day: I can perform a wide range of skills in competitive game situations. | Bench ball: I can adjust my body position to catch a netball whilst travelling.Gymnastics: I can hold a strong body position for 1 minute with two feet together and arms wide apart.Gymnastics: I can co-operate with team means.Dance: I can quickly process information and mirror a partner’s slow actions.Dance: I can award points in a small dance competition.Dodgeball: I can accurately throw a dodge ball at a static target from 3m (with either hand) | Small sided cricket: I can understand the role each player has in cricket (batter, bowler, fielder, wicketkeeper)Rounders: I can throw a ball 10 yards (with both arms)Rounders: I can perform 4x 10m shuttles in under 10 seconds.Small sided cricket: I can repeatedly and successfully perform upward facing basket catches.Tennis: I can strike a bouncing ball with a racket on my forehand and backhand (both sides)Game day: I can perform a wide range of skills in competitive game situations. | End zone games: I can dribble a hockey ball around a cone 5m away and back, keeping the ball under control.Throwing and catching: I can use the correct technique to catch a bean bag at a variety of heights.Running: I can build up my readiness and complete a sprint start on ‘ready, steady, go’ command.Jumping: I can perform a running jump, take off from one foot and land on two feet, using arms and legs to gain momentum.Jumping: I can understand the roles arms and legs play in good sprint/jumping technique.Throwing and catching: I can demonstrate a good javelin technique from a standing position. | Game day: primary skills test lesson.Rugby: I can perform a 5m shuttle run.Fitness circuit: I can identify my own sporting strengths and weaknesses.Cricket: I can hit a ball off a tee with a cricket bat.End zone games: I can catch a basketball passed to me at a variety of heights.Outdoor and adventurous: I can work with a small team to follow a simple map.Outdoor and adventurous: I can listen and follow instructions. |
| **PSHCE****Jigsaw** | Being me in my WorldYear 3I recognise my worth and can identify positive things about myself and my achievementsI can face new challenges positively, make responsible choices and ask for help when I need itI understand why rules are needed and how they relate to rights and responsibilitiesI understand that my actions affect myself and others and I care about others feelingsI can make responsible choices and take actionI understand my action affect others and try to see things from their point of viewYear 4I know my attitudes and actions make a difference to the class teamI understand who is in my school community and the role they play and how I fit inI understand how democracy works through the school councilI understand that my actions affect myself and others; I care about the other people’s feeling s and try to empathise with themI understand how groups come together to make decisionsI understand how democracy and having a voice benefits the school community | Celebrating DifferencesYear 3I understand that everybody’s family is different and important to themI understand that differences and conflicts sometimes happen among family membersI know it means to be a witness to bullyingI know that witnesses can make the situation better or worse by what they doI recognise that some words are used in hurtful waysI can give and receive compliments and know how this feelsYear 4I understand that sometimes we make assumptions based on what people look likeI understand what influences me to make assumptions based on how people lookI know that bullying is sometimes hard to spot and what to do if I think it is going onI know some ways to problem solve a situation with othersI can identify what is special about me and the ways I am uniqueI can tell you why it is good to accept people for who they are  | Dreams & GoalsYear 3I can tell you about someone who has faced difficult challenges and achieved successI can identify a dream/ambition this is important to meI can break down a goal into a number of steps and know how others could help meI know that motivation and enthusiasm are strengths which will help me achieve a challengeI can recognise obstacles and manage my feelings of frustrationI can evaluate my own learning process and identify how it can be better next timeYear 4I can tell you about some of my hopes and dreamsI understand how disappointment feels I know some ways to cope with disappointment and how to support othersI know what it means to be resilient and have a positive attitudeI know how to work out the steps to achieve a goal and can do this successfully as part of a groupI can identify the contributions made by myself and others to achieve | Healthy MeYear 3I understand how exercise affects my body and know why my heart and lungs are such important organsI can tell you my knowledge and attitude towards drugsI can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for helpI understand that, like medicines, some household substances can be harmful if not used correctlyI understand how complex my body is and how important it is to take care of itYear 4I can recognise how different friendships groups are formed, how I fit into them and the friends I value the mostI can recognise the changing dynamics between people in different groups, see who takes on which role, eg. Leader, follower, and understand the roles I take on in different situationsI understand the facts about smoking and its effects on health, and also some of the reasons some people start to smokeI understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I wantI know myself well enough to have a clear picture of what I believe is right and wrong | RelationshipsYear 3I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and femalesI can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listenerI know and can use some strategies for keeping myself safeI can explain how some of the actions and work of people around the world help and influence my lifeI understand how my needs and rights are shared by children around the world and can identify how our lives my by differentI know how to express my appreciation to my family and friends.Year 4I can identify the web of relationships that I am part of, starting from those closed to me and including those more distantI can identify someone I love and can express why they are special to meI can tell you about someone I know that I know longer seeI can explain different points of view on an animal rights issueI understand how people feel when they love a special petI know how to show love and appreciation to the people and animals who are special to me | ChangesYear 3I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the babyI understand how babies grow and develop in the mother’s uterusI understand what a baby needs to live and growI understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babiesI can identify how boys’ and girls’ bodies change on the outside during this growing up processI can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow upI can start to recognise stereotypical ideas I might have about parenting and family rolesI can identify what I am looking forward to when I am in Y4 Year 4I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and spermI can correctly label the internal and external parts of male and female bodies that are necessary for making a babyI can describe how a girl’s body changes in order for her to be able to have babies when she is an adults, and that menstruation (having periods) is a natural part of thisI know how the circle of change works and can apply it to changes I want to make in my lifeI can identify changes that have been and may continue to be outside of my control and that I learn to acceptI can identify what I am looking  |
| **RE** | **How do Jews remember Abraham and Moses?**I know that a covenant is a special promise between God and people and that God made a covenant with Noah.I recognise Abraham as an important figure in Judaism and can retell stories about him.I understand the significance of Moses as a key figure in Judaism and can discuss stories of God’s faithfulness to his people.I can discuss the story of the exodus from Egypt and understand ways Jewish people recall the faithfulness of God through the celebration of Pesach.I understand how Shabbat shows the importance of the creation story in the life of Jewish people.I know the synagogue is an important place of worship and I understand the place of the rabbi in guiding and supporting the Jewish community.I can suggest reasons why the Torah is a sacred text to most Jewish people. | **How do people express spirituality?**I understand the meaning of ‘spiritual’ and can explain the meaning and of some symbols.I can describe how some faiths use pictures to represent beliefs but other faiths think this is wrong.I can explore how faiths use words and calligraphy to represent beliefs. I understand that Muslims only create patterns rather than a human form of Allah.I can discover more about how people use words to express faith and spirituality. I can explain different ideas and respond through art and poetry.I can consider how and why some faiths use music as an expression of beliefs.I can explore how music and lyrics express values and beliefs.I can consider how and why some faiths use dance as an expression of beliefs.I can explore how dance can express emotions, values and beliefs. | **What do Christians believe about a good life?**I understand why the Bible is such an important book for Christians and I know that Jesus told stories to spread the word of God.I can discuss Christian rules and understand what Christianity has to say about ‘right’ and ‘wrong’, values and commitment.I can study Christian teaching on obedience. I can explore the concept of keeping promises.I can identify and describe one of Jesus’ miracles and I can explore the aspect of sharing in my own life.I know and understand the meaning of one of Jesus’ parables and can explain the reasons why Christians try to see all people as neighbours.I understand that stories often contain inner meanings and messages. I know that Jesus taught that people should forgive one another as an example of loving others. | **What do Christians believe about a good life?**I can explain how Jesus’ friendship changed Zacchaeus. I can explore my own thoughts and feelings about friendships in and out of school.I understand that Christians believe that Jesus cared for and healed people. I can consider the qualities of being kind and caring.I can learn that elements from within religion could be applied to situations I experience in my own life.I can discuss how to apply a moral principle to a ‘real-life’ situation. | **What do creation stories tell us about our world?**I can discuss the Jewish creation story and I can suggest ideas about looking after the world.I can discuss the Islam creation story and describe similarities and differences between creation stories.I can discuss the Sikh creation story and describe similarities and differences between creation stories.I can express ideas about the rest day and understand the importance of the rest day within different faiths.I understand that stories have different meanings to different people. I can compare different viewpoints.I can understand the relevance of creation stories for believers and non-believers. I know that faiths teach that the world should be cherished. | **Who can inspire us?**I can explain the qualities of a leader. I know that Christians consider Jesus to be their leader.I understand why the Prophet Muhammad is a role model and an inspiration for Muslims.Understand why Moses is a role model and an inspiration for Jews.I can name people who inspire me and explain why. I can carry out research in to the life of a modern-day leader.I understand why some modern-day leaders are seen as role models and an inspiration for different groups of people.I understand the qualities a leader may possess. I can compare my own experiences of role models and influences, with those of others. |
| **MFL****Project B**  | Greetings and feelings Asking and answering personal information questions Numbers to 10 Number games Colours Classroom objects | Days, months, colours Listening and responding to target language Practising sounds Shops in townFinding out where a place is Respond to simple question | Exploration of nouns (singular /plural and gender) Animal nouns Colours as adjectives Family members Asking likes and dislikes questions and answers | Counting Colours Personal information questions and answers Body part nouns Using colours adjectives Speaking and writing simple descriptive sentences | Polite request Listening and responding Following and performing a dialogue Fruits and flavours Ice creamsFollowing, joining in and performing a story | Nouns Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Jungle animal noun |