

Bandon Hill Primary School

Curriculum Map 2020-21

Year Group: 3

Meadow Field: Elm & Oak

Wood Field: Cam, Dee, Lea & Taw

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
Aut 1	<p><u>Cityscapes</u> Hop on the bus and take a trip downtown, where the lights are bright, and every street has a story to tell. This half term, we'll visit our local town to look at important buildings. We'll photograph urban art including graffiti, murals and statues. At school, we'll write an information leaflet about our town. Using digital mapping tools, we'll identify the streets and buildings that we saw. We'll investigate cities around the world and find out how they've changed over time. We'll have questions for you about where you work or places you often visit, and we'll present the data we have collected. As part of our design work, we'll build a model urban landscape, create dramatic light effects and find out how light is used to keep people safe at night. At the end of the ILP, we'll create a sign for our town, thinking about imaginative wording and appealing colours.</p>	Local High Street (Teacher-led)	Art Exhibition (Parents in)
Aut 2	<p><u>Hunted</u> It's time to take a walk on the wild side! This half term, we'll invite some amazing animals into our classroom to discover how they move, what they feel like and what they eat. We'll also program a toy to move across a grid – will it be caught by a predator? We'll learn about the different parts of a plant and how some plants are predators! From our investigations about the human skeleton, we'll find out how muscle make the bones move. We'll investigate food chains and learn about how animals find their food. Using the internet, we'll research the majestic peregrine falcon and discover where crocodiles live. After our research, we'll create an exciting aquatic animation.</p>	Birds Of Prey Workshop (Visiting workshop)	Reflections of Topic PowerPoint (Sent home)
Spr 1	<p><u>From Source to Sea</u> Get your wellies on and let's wade right in! This half term, we'll visit a local river to find out what lives there, where the river is going and how fast it's travelling. At the river, we'll collect water and soil samples and catch river creatures. We'll examine the samples at school to investigate how clean the water is. Using our creativity, we'll write journals as river travellers and journey on an imaginary boat to rivers around the world. We'll make working models of water wheels, investigate the water cycle and use natural materials to make models that demonstrate river formation. Our descriptive river poetry will capture the movement of water, and we'll mix watercolours to create beautiful paintings in art. Our map reading and research skills will help us to find out about world famous rivers. In PE, we'll play team games to 'cross the river' in the hall without falling in!</p>	Bough Beech (River) Trip (Educational visit)	Raging Rivers Quiz (Quiz sent home)
Spr 2	<p><u>Iron Giant</u> Mighty metals are everywhere! From earrings to rockets, metals have shaped the world we live in today. This half term, we're going to become fantastic physicists, exploring the world of forces, metals and materials. At a playground, we'll explore the forces that help us to slide and swing. Then, we'll bring toys from home to investigate how they work. We'll look closely at levers and explore how they help us to lift heavy objects. In maths, we'll have fun investigating where we need to sit to make a seesaw balance. To learn more about forces, we'll make spinners, play with parachutes and make magnetic games. We'll also investigate iron, think about why some metals</p>	Playground (Roundshaw / Wilderness Island) (Teacher-led)	Might Metals Café and jewellery shop (Parents in)

	rust and discover the properties of different metals. Using pots, pans and other metal objects, we'll compose a metal musical extravaganza and use our artistic skills to create embossed patterns and pictures.		
Sum 1	<u>Aftershock</u> What happens when the Earth shakes? In this project, we'll find out about the dangerous world of natural disasters and their deadly effects. This half term we'll gather rock samples, find out about different types of rocks and sort them according to their properties. By carrying out research, we'll investigate the Earth's layers and the location of volcanoes, discovering what causes them to erupt. We'll write powerful poetry inspired by our work on volcanoes. Working as archaeologists, we'll locate Mount Vesuvius on a map and find out what it was like to live in Pompeii during the eruption. Using our model making skills, we'll build earthquake-proof structures and test them out. We'll also use different modelling materials to create a volcano – watch out, it's going to blow!	Freshwater Theatre Tremors Workshop (Visiting workshop)	Earthquake Evacuation Centre (Parents in)
Sum 2	<u>Tribal Tribulations</u> Let's travel back to prehistoric times! This half term we're going to find a prehistoric site in our local area by studying maps and researching online. Through our research, we'll learn about the Stone Age, the Bronze Age and the Iron Age. What were people's daily lives like and what epic battles did they fight? Using techniques such as cutting, scraping and mark making, we'll make Stone Age tools. We'll look closely at cave paintings and create our own. As we learn about the Bronze Age, we'll build monuments and investigate their shadows. In science, we'll plant grains and learn about plant life cycles. Copying the Beaker folk style, we'll make clay containers. Then, we'll travel to the Iron Age to learn about hill forts and the properties of iron. We'll also make Iron Age jewellery. During an exploratory dig, we'll find all sorts of objects and creatures. What will we uncover?	Butser Neolithic settlement (Educational Visit)	Postcard picture with evaluation (Sent home)

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
3	Bough Beech (River) Trip Topic: From Source to Sea Butser Neolithic settlement Topic: Tribal Tribulations	Birds Of Prey Workshop Topic: Hunted Freshwater Theatre Tremors Workshop Topic: Aftershock	Local High Street Topic: Cityscapes Playground (Roundshaw / Wilderness Island) Topic: Iron Giant	0	Weekly (weather permitting)	Weekly library visits		RE Day Science Week Humanities Week Number Day

	Cityscapes (Aut 1)	Hunted! (Aut 2)	From Source to Sea (Spr 1)	Iron Giant (Spr 2)	Aftershock (Sum 1)	Tribal Tribulations (Sum 2)
English	Setting descriptions; Recounts; Narratives; Non-chronological reports.	Wanted posters; Diaries; Letters; Non-chronological report	Descriptions featuring fig. language; Poetry/ song lyrics; Legends.	Riddles; Recount; Persuasive writing; Play scripts.	Information posters; Poetry; Postcards; Instructions	Playscript; Instructions; Biography; Comic strips; Adverts.

	Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]				
	Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]				
	Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation				
	Punctuation	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]				
	Terminology for pupils	Introduction to inverted commas to punctuate direct speech preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')				
	Alan Peat Sentences	Years 1 & 2 plus Verb, person sentences, If, if , if, then sentences, Double ly sentences, Paired Conjunctions sentences, Simile sentences				
Maths	Number: Place Value; Number: Addition & Subtraction; Number: Multiplication & Division (Data handling (Aut 1) and Measuring length (Aut 2) in Topic)		Number: Multiplication & Division; Measurement: Money; Statistics; Measurement: Length & Perimeter; Number: Fractions		Number: Fractions; Measurement: Time; Geometry: Properties of Shapes; Measurement: Mass & Capacity	
Science	Light and dark; Sources and reflectors; Shadows; Sun safety; Working scientifically Sc L 1 – Recognise that they need light in order to see things and that dark is the absence of light Sc L 2 – Notice that light is reflected from surfaces Sc L 4 – Recognise that shadows are formed when the light from a source is blocked by a solid object Sc L 3 – Recognise that the light from the sun can be dangerous and that there are ways to protect their eyes Sc L 5 – Find patterns in the way that the size of shadows change Sc WS 1 – Ask relevant questions and use different types of scientific enquiries to answer them	Food chains; Fossils; Plant parts and functions; Water transportation in plants; skeletal systems; Working scientifically Sc WS 4 – Gather, record, classify and present data in a variety of ways to help in answering questions. SC A 1 – 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 Sc R 2 – describe in simple terms how fossils are formed when things that have loved are trapped within rocks Sc P 1 – Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Sc P 3 – Investigate the way in which water is transported within plants Sc A 2 – Identify that humans and some other animals have skeletons and muscles for support, protection and movement Sc WS 6 - Report on findings from enquiries, including oral and written explanations, displays or	Soil; Aquatic plants; Working scientifically. Sc R 3 – Recognise that soils are made from rocks and organic matter. Sc WS 6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Sc WS 4 – Gather, record, classify and present data in a variety of ways to help in answering questions. Sc P 2 - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Sc WS 2 - Set up simple practical enquiries, comparative and fair tests. SC WS 7 – Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Forces and magnets; Working scientifically. Sc FM 2 - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Sc FM 1 - Compare how things move on different surfaces. Sc WS 2 - Set up simple practical enquiries, comparative and fair tests. Sc FM 3 - Observe how magnets attract or repel each other and attract some materials and not others. Sc WS 3 – Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Sc FM 5 – Describe magnets as having two poles. Sc FM - 6 Predict whether two magnets will attract or repel each other, depending on which poles are facing. Sc WS 8 – Identify differences, similarities or changes related to simple scientific ideas and	Rocks. Sc R 1 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Sc WS 2 – Set up simple practical enquiries, comparative and fair tests. Sc WS 8 - Identify differences, similarities or changes related to simple scientific ideas and processes.	Plants; Light; Working scientifically. Sc P 4 - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Sc L 4 – Recognise that shadows are formed when the light from a light source is blocked by a solid object. Sc WS 1 – Ask relevant questions and using different types of scientific enquiries to answer them. Sc WS 5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

		<p>presentations of results and conclusions</p> <p>Sc WS 5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>		<p>processes.</p> <p>Sc FM 4 - 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.</p> <p>Sc WS 5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Sc WS 9 – Use straightforward scientific evidence to answer questions or to support their findings.</p>		
Computing	<p>Digital maps; Programming; Audio recording; Using search engines effectively</p> <p>Co 6 – Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Co 2 – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Co 5 – Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Co 1 – Design, write and debug programs that accomplish specific goals, including problems by decomposing them into smaller parts</p> <p>Co 7 – Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>	<p>Algorithms; flow diagrams; Online research; Using logical reasoning; Graphics software; Digital presentations</p> <p>Co 1 – Design, write and debug programs that accomplish specific goals, including problems by decomposing them into smaller parts</p> <p>Co 6 – Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Co 5 – Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Co 3 – Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Online research and communication</p> <p>Co 5 - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Co 6 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co 4 - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Creating spreadsheets; Presentation software.</p> <p>Co 6 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Presenting information</p> <p>Co 6 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	

	of ways to report concerns about content and contact					
PE		<p>Comparing performances; competitive games (attack and defence)</p> <p>PE 6 – Compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>PE 2 – lay competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p>	<p>Team challenges.</p> <p>PE 5 - Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Using PE equipment to explore forces in Topic</p> <p>PE 1 - Use running, jumping, throwing and catching in isolation and in combination)</p>	<p>Outdoor and adventure challenges.</p> <p>PE 5 - Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	
History	<p>A local area study</p> <p>Hi 5 – Conduct a local area study</p>	-			<p>Ancient Rome – Pompeii.</p> <p>Hi 2 - Learn about the Roman Empire and its impact on Britain.</p>	<p>Prehistoric Britain from Stone Age to Iron Age.</p> <p>Hi 1 - Learn about changes in Britain from the Stone Age to the Iron Age.</p>
Geography	<p>Geographical skills and fieldwork</p> <p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge PK 1 –Understand geographical similarities and differences through the study of human and physical geography of a UK region, a European region and a North/South American region</p> <p>Ge SF 3 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Fieldwork; Using maps to locate countries and continents</p> <p>Ge SF 3 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Using maps; Fieldwork; Water cycle; Human and physical features; Rivers of the world; Counties and cities of the UK.</p> <p>Ge SF 2 - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Ge SF 3 - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ge HP 1 - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation</p>		<p>Volcanoes and Earthquakes.</p> <p>Ge HP 1 Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p> <p>Ge SF 1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Ge LK 1 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Ge LK 2 - Name and locate counties and cities of the UK, geographical regions and</p>	<p>Fieldwork; Human and physical geography; Using maps and aerial images.</p> <p>Ge SF 3 - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ge HP 1 - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge HP 2 - Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and</p>

			<p>belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge LK 3 - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Ge LK 1 – Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Ge HP 2 - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Ge LK 2 - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>		<p>their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>the distribution of natural resources including energy, food, minerals and water.</p> <p>Ge SF 1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>Art & Design</p>	<p>Photography; Graffiti art; Observational drawing.</p> <p>AD 2 – Improve their mastery of art & design techniques, including drawing, painting and sculpture with a range of</p>	<p>3D scale models</p> <p>AD 2 – Improve their mastery of art & design techniques, including drawing, painting and sculpture with a range of</p>	<p>Painting</p> <p>AD 2 - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p>Embossed patterns and pictures; Making jewellery.</p> <p>AD 2 - Improve their mastery of art and design techniques, including drawing, painting and</p>	<p>Sculpture; Photography.</p> <p>AD 2 – Improve their mastery of art & design techniques, including drawing, painting and sculpture with a range of</p>	<p>Neolithic Art; Clay beakers; Iron Age Jewellery.</p> <p>AD 3 - Find out about great artists, architects and designers in history.</p> <p>AD 2 – Improve their</p>

	sculpture with a range of materials (e.g. pencil, charcoal, paint clay) AD 1 – Create sketch books to record their observations and use them to review and revisit ideas AD 3 – Find out about great artists, architects and designers in history	materials (e.g. pencil, charcoal, paint clay)	materials (e.g. pencil, charcoal, paint, clay).	sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	materials (e.g. pencil, charcoal, paint clay)	mastery of art & design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint clay)
DT	-	<p>Selecting and using materials (collage and textiles)</p> <p>DT M 2 – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Mechanical systems; Structures.</p> <p>DT TK 2 - Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). DT TK 1 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Product evaluation; Using research to inform design; Selecting materials; Making vehicles; Building an Iron Man; Using electrical circuits.</p> <p>DT E 1 – Investigate and analyse a range of existing products DT D 1 - 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. DT M 2 – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT M 1 - Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. DT TK 1 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. DT E 2 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. DT TK 3 - Understand and use electrical systems in their products (e.g. series circuits incorporating</p>	<p>Structures.</p> <p>DT M 2 - Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. DT TK - 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. DT D 1 - 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.</p>	<p>Tool design and making; Building structures.</p> <p>DT D 1 - 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. DT M 2 – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>

				switches, bulbs, buzzers and motors).		
Music	Mu 4 - use and understand staff and other musical notations (Rhythm – grids)	Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression) Singing and performing (Christmas)	Mu 5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2 -improvise and compose music for a range of purposes using the inter-related dimensions of music Listening – water music Composition	Performing using metal objects for instruments in Topic Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression) Mu 3 - listen with attention to detail and recall sounds with increasing aural memory Families of instruments Timbre	Composition Mu 1 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2 - improvise and compose music for a range of purposes using the inter-related dimensions of music Singing (walking on lava) Composition – volcano music Listening - music from different culture	Mu 5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
RE	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Religion: Christianity	Theme: Easter – Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
PSHCE	Being safe; Presenting own ideas PSHE 3e – Recognise the different risks in different situations and the decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable PSHE 5d – Make real life choices and decisions (e.g. about issues affect8ing their health and well-being such as smoking; on the use of scarce resources; how to spend money' including pocket money and contributions to charity) PSHE 1a – Talk and write about their opinions and explain their views on issues	-	Expressing opinions; Feeling positive. PSHE 1a - Talk and write about their opinions, and explain their views, on issues that affect themselves and society. PSHE 2e - Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. PSHE 5b - Feel positive about themselves.		Topical issues. PSHE 2a – Research, discuss and debate topical issues, problems and events.	Thinking about the lives of others. PSHE 5b- Feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]. PSHE 4b - Think about the lives of people living in other places and times, and people with different values and customs.

	that affect themselves and society				
French	<p>What languages do we speak?</p> <p>Classroom routines:</p> <p>Revision of classroom instructions and introduction of structure:</p> <p>Est-ce que je peux.. to ask if they can do something</p> <p>Numbers 11-20</p>	<p>Classroom objects</p> <p>What subjects do you study?</p> <p>What days do you study these subjects?</p> <p>What do you think about the subjects you study?</p>	<p>Leisure Time! Telling the Time.</p> <p>What sports do you play?</p>		<p>Food, glorious food!</p> <p>Ordering food in a café Numbers 20-60</p>