



Carr Hill Community Primary School  
Year 3 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Time	Watch Me Grow	Summer of Sport
Topic	Dazzling Smiles	Exploring Islam	Volcanoes	World War 2- Evacuees	Human Life Cycle	Romans
English						
Writing						
Key Writing Purpose	Stories with historical contexts Instructions	Stories form different cultures Narrative- Diary in 1 <sup>st</sup> person Non-Chronological Report	Stories with historical context Report-Fact file	Stories with historical contexts Narrative Letter- writing to persuade	Traditional Tale Explanation Text	Stories base on a familiar characters Recount- Non-Fiction- Leaflet
Core Texts	<ul style="list-style-type: none"><li>Stone Age Boy by Satoshi Kitamura</li><li>How to Bath a Woolly Mammoth by Michelle Robinson &amp; Kate Hindley</li></ul>	<ul style="list-style-type: none"><li>Malala’s Magic Pencil by Mala Yousafzai</li><li>The Proudest Blue by Ibithaj Muhammad</li><li>In my Mosque by M.O Yuksel</li></ul>	<ul style="list-style-type: none"><li>Escape from Pompeii Christina Balit</li><li>Volcanoes by Nick Pearce</li></ul>	<ul style="list-style-type: none"><li>The Lion and the Unicorn by Shirley Hughes</li><li>How to help Hedgehogs and protect Polar Bears by Jess French</li></ul>	<ul style="list-style-type: none"><li>Little Red Riding Hood, The Wolf, Grandma and the Woodcutter By John Fidler</li><li>Life on Earth-Human Body by Heather Alexander</li></ul>	<ul style="list-style-type: none"><li>Into the Forest by Anthony Browne</li><li>So, you think You’ve Got it Bad? A Kids life in Ancient Rome by Cahe Strathie</li></ul>
Poetry	Shape/Calligram Poetry		Simile Poem		Nonsense Poems	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 3 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none"><li>*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>					
Comprehension	<ul style="list-style-type: none"><li>Checking that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li><li>Predict what might happen from details stated.</li><li>Identify main ideas (and summarise these in a few sentences) from reading more than one paragraph.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li></ul> Increase familiarity with a wide range of books, Inc. fairy stories, myths and legends, and retelling some orally.	<ul style="list-style-type: none"><li>Read books that are structured in different ways and reading for a range of purposes.</li><li>Use dictionaries to check the meaning of words that they have read. -Read a text and then pose questions to improve their understanding.</li><li>Draw inferences such as inferring characters’ feelings and thoughts from their actions and what they say.</li></ul> Discussing words and phrases that capture the reader’s interest and imagination	<ul style="list-style-type: none"><li>Predict what might happen from details stated.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Identify themes and conventions in a wide range of books.</li><li>Read books that are structured in different ways and reading for a range of purposes.</li><li>Use dictionaries to check the meaning of words that they have read.</li><li>Read a text and then pose questions to improve their understanding.</li><li>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and what they say and begin to justify inferences with evidence from the text</li></ul>	<ul style="list-style-type: none"><li>Read a text and then pose questions to improve their understanding.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Discussing words and phrases that capture the reader’s interest and imagination.</li><li>Retrieve and record information from non-fiction.</li></ul> Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"><li>Predict what might happen from details stated.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Identify how structure and presentation contribute to meaning.</li></ul> Retrieve and record information from non-fiction.	<ul style="list-style-type: none"><li>Read a text and then pose questions to improve their understanding.</li><li>Identify how language, structure, and presentation contribute to meaning.</li><li>Prepare poems and play scripts to read aloud and perform through intonation, tone, volume and action.</li><li>Recognise different forms of poetry (for example free verse, shape poems and performance poetry).</li></ul>
Class Teaching	3x Reading Practice session a week    Small group and 1-1 reading to develop the full range of the LKS2 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none"><li>Shape</li><li>Addition</li><li>Subtraction</li></ul>	<ul style="list-style-type: none"><li>Shape: Properties of shapes</li><li>Money</li><li>Multiplication</li><li>Division</li></ul>	<ul style="list-style-type: none"><li>Place value</li><li>Multiplication/ Division</li><li>Fractions</li><li>Length and Perimeter</li></ul>	<ul style="list-style-type: none"><li>Time</li><li>Statistics</li><li>Addition and subtraction</li><li>Shape</li></ul>	<ul style="list-style-type: none"><li>Place value</li><li>Addition and subtraction</li><li>Fractions</li><li>Time</li><li>Multiplication</li></ul>	<ul style="list-style-type: none"><li>Division</li><li>Fractions</li><li>Mass and Capacity</li><li>Money</li></ul>



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Science and Technologies						
Science	<b>Biology</b> Animals, Including Humans – teeth, digestion <ul style="list-style-type: none"><li>Describe the simple functions of the basic parts of the digestive system in humans. Y4</li><li>Identify the different types of teeth in humans and their simple functions. Y4</li></ul>	<b>Physics</b> Light <ul style="list-style-type: none"><li>Recognise that they need light in order to see things, and that dark is the absence of light. Y3</li><li>Notice that light is reflected from surfaces. Y3</li><li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Y3</li><li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Y3</li><li>Find patterns in the way that the size of shadows change. Y3</li></ul>	<b>Chemistry</b> Rocks <ul style="list-style-type: none"><li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Y3</li><li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Y3</li><li>Recognise that soils are made from rocks and organic matter. Y3</li></ul>	<b>Physics</b> Electricity <ul style="list-style-type: none"><li>Identify common appliances that run on electricity. Y4</li><li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Y4</li><li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Y4</li><li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Y4</li><li>Recognise some common conductors and insulators, and associate metals with being good conductors. Y4</li></ul>	<b>Biology</b> Living Things and their Habitats <ul style="list-style-type: none"><li>Recognise that living things can be grouped in a variety of ways. Y4</li><li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Y4</li><li>Recognise that environments can change and that this can sometimes pose dangers to living things. Y4</li></ul>	<b>Biology</b> Animals, including Humans – food chains_ <ul style="list-style-type: none"><li>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. Y3</li></ul>
Computing Teach Computing	<b>Computer Systems and Networks- Connecting computers</b> <ul style="list-style-type: none"><li>To explain how digital devices function</li><li>To identify input and output devices</li><li>To recognise how digital devices can change the way we work</li><li>To explain how a computer network can be used to share information</li><li>To explore how digital devices can be connected</li><li>To recognise the physical components of a network</li></ul>	<b>Creating Media- Animations</b> <ul style="list-style-type: none"><li>To explain that animation is a sequence of drawings or photographs</li><li>To relate animated movement with a sequence of images</li><li>To plan an animation</li><li>To identify the need to work consistently and carefully</li><li>To review and improve an animation</li><li>To evaluate the impact of adding other media to an animation</li></ul>	<b>Creating Media- Desktop Publishing</b> <ul style="list-style-type: none"><li>To explore a new programming environment</li><li>To identify that commands have an outcome</li><li>To explain that a program has a start</li><li>To recognise that a sequence of commands can have an order</li><li>To change the appearance of my project</li><li>To create a project from a task description</li></ul>	<b>Data an information- Branching Databases</b> <ul style="list-style-type: none"><li>To create questions with yes/no answers</li><li>To identify the object attributes needed to collect relevant data</li><li>To create a branching database</li><li>To explain why it is helpful for a database to be well structured</li><li>To identify objects using a branching database</li><li>To compare the information shown in a pictogram with a branching database</li></ul>	<b>Programming A Sequencing in Music</b> <ul style="list-style-type: none"><li>To recognise how text and images convey information</li><li>To recognise that text and layout can be edited</li><li>To choose appropriate page settings</li><li>To add content to a desktop publishing publication</li><li>To consider how different layouts can suit different purposes</li><li>To consider the benefits of desktop publishing</li></ul>	<b>Programming B Events and Actions</b> <ul style="list-style-type: none"><li>To explain how a sprite moves in an existing project</li><li>To create a program to move a sprite in four directions</li><li>To adapt a program to a new context</li><li>To develop my program by adding features</li><li>To identify and fix bugs in a program</li><li>To design and create a maze-based challenge</li></ul>
Design Technology	<b>Mechanisms- Pneumatics</b> <ul style="list-style-type: none"><li>Select appropriate tools / techniques.</li><li>Alter product after checking, to make it better.</li><li>Begin to try new/different ideas.</li><li>Use simple lever and linkages to create movement</li></ul>		<b>Cooking and Nutrition-Sandwiches and Wraps</b> <ul style="list-style-type: none"><li>Carefully select ingredients.</li><li>Use equipment safely</li><li>Make product look attractive.</li><li>Think about how to grow plants to use in cooking.</li><li>Begin to understand food comes from UK and wider world.</li><li>Describe how healthy diet= variety/balance of food/drinks</li><li>explain how food and drink are needed for active/healthy bodies.</li><li>prepare and cook some dishes safely and hygienically</li><li>grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li></ul>		<b>Structures- Shell structures</b> <ul style="list-style-type: none"><li>Use appropriate materials</li><li>Work accurately to make cuts and holes.</li><li>Join materials.</li><li>Begin to make strong structures</li></ul>	



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Humanities						
Geography	<u>Exploring Islam</u> <i>Longitude and latitude_</i> <u>Locational Knowledge</u> <ul style="list-style-type: none"><li>Pupils should be taught to 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).</li></ul>		<u>Volcanoes</u> <i>Volcanoes/ earthquakes and tectonic plates.</i> <i>Pompeii Disaster – Looking at Italy on world map.</i> <u>Physical Geography</u> <ul style="list-style-type: none"><li>Pupils should be taught to describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li></ul>		<u>Watch Me Grow</u> <i>Land use patterns focus - How have they changed over time?</i> <u>Locational Knowledge</u> <ul style="list-style-type: none"><li>Pupils should be taught about land-use patterns; and understand how some of these aspects have changed over time.</li></ul> <u>Fieldwork Mapping skills</u> <ul style="list-style-type: none"><li><i>Ordnance Survey maps</i></li><li><i>Compass work</i></li><li><i>Grid references</i></li></ul> <b>Pupils should be taught to</b> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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 United Kingdom and the wider world</li><li>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.</li></ul>	
History	<b>An introduction to the Stone Age</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.		<b>WW2 – Evacuees</b> Pupils should be taught about world war 2 and the impact this had and any changes to the local environment.		<b>Roman Empire and it’s impact</b> Pupils should be taught about the Roman Empire and its impact on Britain.	
Religious Education	<b>Structure of the Bible, including celebrations</b> <ul style="list-style-type: none"><li>To understand the structure and content in the bible</li><li>To search in a bible for key stories / genres.</li><li>To Learn about stories from different genres in the bible</li><li>To explain some of the religious practices during the celebration of Christmas.</li></ul>	<b>What is Islam?</b> <ul style="list-style-type: none"><li>To understand the key teachings of Islam including the Shahadah and the nature of Allah through 99 names.</li><li>To be able to explain the teaching of Islam through studying the Prophet Muhammad.</li><li>To be able to consider Christian and Islamic stories of creation.</li></ul>	<b>Stories about Jesus</b> <ul style="list-style-type: none"><li>To understand the stories involving the miracles of Jesus.</li><li>To be able to retell a story from the bible such as ‘The Stilling of the Storm’ and ‘The Healing of a Paralysed Man’</li></ul>	<b>St Peter and Denial</b> <ul style="list-style-type: none"><li>To explain the story of Peter and his denial.</li><li>To be able to explain why the disciples including Peter acted the way he did.</li><li>To identify the religious symbol of the cockerel in relation to Peter’s story</li></ul>	<b>Important Figures in the Islamic Faith</b> <ul style="list-style-type: none"><li>To explore key religious figures connected through different religions such as Ibrahim, Dawud and Musa.</li><li>To be able to explain why religious figures may have acted as they did.</li><li>To understand some aspects of Muhammad’d life and the receiving of the Qur’an</li></ul>	<b>The Values within the Qur’an</b> <ul style="list-style-type: none"><li>To present the key teachings and beliefs of Islam.</li><li>To refer to religious figures and values in the Qur’an.</li><li>To explain how the mosque is used in the teaching of the Qur’an</li></ul>
PSHE	<b>VIP</b> <ul style="list-style-type: none"><li>discuss how our attitudes impact new friendships being made</li><li>create a plan for being an anonymous friend over the course of a week</li><li>reflect on the different characters in the dares story and discuss the different outcomes for each character</li><li>work together to create a role play about positive resolution techniques</li><li>create a poster with ideas to help someone who is being bullied</li></ul>	<b>Think Positive</b> <ul style="list-style-type: none"><li>understand that having a positive attitude is good for our mental health</li><li>understand the causes of negative thoughts</li><li>identify ways to cope with negative thoughts</li><li>understand the impact certain changes can have on people and how it can affect them emotionally</li><li>identify some mindfulness techniques and discuss which they like to use</li><li>identify strategies to cope with uncomfortable emotions</li></ul>	<b>One World</b> <ul style="list-style-type: none"><li>give reasons for similarities and differences between people’s lives</li><li>detail if they feel something is fair or not</li><li>give reasons for their own opinions</li><li>recognise how their actions impact on people in different countries</li><li>discuss climate change in terms of what it is and its effects</li><li>explain how organisations help people in need</li></ul>	<b>Safety First</b> <ul style="list-style-type: none"><li>appreciate what being responsible means and name some of their responsibilities</li><li>give examples of a range of risky or dangerous situations</li><li>appreciate that doing something risky may lead to danger</li><li>describe where pressure to do things can come from; identify people who can help us in an emergency</li><li>identify safety precautions that can be taken on and near roads</li><li>explain some of the ways in which drugs, cigarettes and alcohol affect the human body</li><li>know how to use mobile devices and the Internet responsibly</li><li>understand why certain information should never be shared online</li><li>identify behaviour that constitutes cyberbullying.</li></ul>	<b>Growing Up</b> explain what the male and female reproductive body parts are for <ul style="list-style-type: none"><li>discuss ways in which people can deal with or overcome emotions experienced during puberty<ul style="list-style-type: none"><li>show respect for the differences between different families</li><li>describe the different types of relationships that exist, without prejudice</li><li>show an awareness of myths surrounding pregnancy and birth</li></ul></li><li>describe the conception and birth of a baby, using some scientific vocabulary.</li></ul>	<b>Respecting Rights</b> explain what makes human rights universal <ul style="list-style-type: none"><li>understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child</li><li>explain what democracy is and how this relates to rules and human rights</li><li>know that human rights are not dependent on responsibilities</li><li>explain what it means to respect the rights of others and understand why this is important</li><li>understand how stereotypes can inhibit people’s human rights being met</li></ul>



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Arts						
Art & Design	<b>Textiles</b> Artist: Anna Barbea and Shelia Hicks <ul style="list-style-type: none"><li>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li><li>Name the tools and materials they have used.</li><li>Develop skills in stitching. Cutting and joining.</li><li>Experiment with a range of media e.g. overlapping, layering etc</li></ul>	<b>Painting</b> Artist: Gillian Ayres <ul style="list-style-type: none"><li>Mix a variety of colours and know which primary colours make secondary colours.</li><li>Use a developed colour vocabulary.</li><li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>Work confidently on a range of scales e.g. thin brush on small picture etc</li></ul>		<b>Drawing</b> Artist: Georgia O’Keefe <ul style="list-style-type: none"><li>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Use their sketchbook to collect and record visual information from different sources.</li><li>Draw for a sustained period of time at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul>		
Music	Charanga Musical School Scheme of Work					
	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
PE	Games Invasion (Football) Core Task 1 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <b>Swimming</b> Circuit Training <ul style="list-style-type: none"><li>Pupils recognise and describe the effects of exercise on the body.</li><li>Pupils know the importance of strength and flexibility for physical activity.</li><li>Pupils explain why it is important to warm up and cool down.</li></ul>	Games Invasion (Rugby) Core Task 1 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <b>Swimming</b> Gymnastics -Core Task 5 <ul style="list-style-type: none"><li>Pupils can plan a sequence containing specific elements (use chosen core task).</li><li>Pupils show extension when balancing.</li><li>Pupils move slowly from one action to another.</li><li>Pupils use their own ideas for movements in response to a task.</li><li>Pupils devise a sequence with a beginning, middle and end.</li><li>Pupils recognise how performance can be improved.</li></ul>	Games Invasion (Hockey) Core Task 1 or 2 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <b>Swimming</b> Gymnastics-Core Task 6 <ul style="list-style-type: none"><li>Pupils can plan a sequence containing specific elements (use chosen core task).</li><li>Pupils show extension when balancing.</li><li>Pupils move slowly from one action to another.</li><li>Pupils use their own ideas for movements in response to a task.</li><li>Pupils devise a sequence with a beginning, middle and end.</li><li>Pupils recognise how performance can be improved.</li></ul>	Games Net and Wall Core Task 1 <ul style="list-style-type: none"><li>Pupils use a range of techniques to throw/hit the ball.</li><li>Pupils move to try and intercept the ball.</li><li>Pupils feed the ball to their partner.</li><li>Pupils use a racket to hit the ball over the net.</li><li>Pupils try to use tactics to beat their opponent.</li><li>Pupils create a scoring system.</li></ul> <b>Swimming</b> Dance-Core Task 3 <ul style="list-style-type: none"><li>Pupils respond to stimuli imaginatively.</li><li>Pupils show good body control and fluency.</li><li>Pupils perform expressively.</li><li>Pupils work well with a partner and in small groups.</li><li>Pupils compose dance phrases with understanding.</li><li>Pupils talk about their own and others’ performances.</li></ul>	Athletics Athletics Core Tasks 4 and 5 Running <ul style="list-style-type: none"><li>Pupils run smoothly at different speeds.</li><li>Pupils hand over a baton, quiet, beanbag smoothly.</li><li>Pupils make the most of their team’s strengths.</li><li>Pupils choose and sustain an appropriate running pace.</li><li>Pupils demonstrate a good running technique.</li><li>Pupils say what they have done well and what they need to improve.</li></ul> <b>Swimming</b> Games Striking and Fielding -Core Task 1 <ul style="list-style-type: none"><li>Pupils hit the ball hard and accurately into a space.</li><li>Pupils use different throwing techniques.</li><li>Pupils use different retrieving techniques.</li><li>Pupils vary their play.</li><li>Pupils decide on the best position for fielders.</li><li>Pupils discuss how to improve their performance.</li></ul>	Athletics Athletics Core Tasks 4 and 5 Jumping <ul style="list-style-type: none"><li>Pupils jump with control, coordination and balance.</li><li>Pupils bend their knees and use their arms to propel themselves.</li></ul> Throwing <ul style="list-style-type: none"><li>Pupils use appropriate techniques for sling, push and pull throws.</li><li>Pupils throw a range of equipment consistently and accurately at a target.</li></ul> <b>Swimming</b> OAA -Core Tasks 3, 4 and 5 <ul style="list-style-type: none"><li>Pupils plan their ideas together.</li><li>Pupils orientate a map.</li><li>Pupils mark controls in the correct positions on a map.</li><li>Pupils find their way back to a starting point.</li><li>Pupils review what went well.</li><li>Pupils identify areas for improvement</li></ul>
MFL	<b>Getting to Know you</b> <ul style="list-style-type: none"><li>use different greetings for different situations;</li><li>ask and answer simple questions for each topic area</li></ul>	<b>All About Me</b> <ul style="list-style-type: none"><li>ask and answer questions using the topic vocabulary</li><li>read and write simple words</li><li>say that un/une relate to masculine &amp; feminine nouns</li></ul>	<b>Food Glorious Food</b> <ul style="list-style-type: none"><li>predict a repeated phrase</li><li>make a range of simple statements by substituting vocabulary</li><li>modify a colour adjective</li><li>respond appropriately to a polite request.</li></ul>	<b>Family and Friends</b> <ul style="list-style-type: none"><li>consider whether nouns are masculine or feminine</li><li>make new sentences by substituting other vocabulary appropriately</li></ul>	<b>Our School</b> <ul style="list-style-type: none"><li>ask and answer questions using the topic vocabulary</li><li>from memory, begin to know if nouns from the topic are masculine or feminine</li></ul>	<b>Time</b> <ul style="list-style-type: none"><li>recognise how some larger numbers are made by combining words for smaller numbers</li><li>ask other people for their birthday</li><li>say today’s date</li><li>identify the correct language for ‘yesterday’ and ‘tomorrow’</li></ul>
Curriculum Enhancements						
Educational Visits	Dentist Visit	Mosque Cinema- Into Film Festival	Centre for Life- Volcano Workshop	Beamish	Discovery Museum	Gibside Hancock Museum