

Class Curriculum Map – Year 3

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Place value within 1,000 Count in 100s; Partition a number in 100s, 10s and 1s; Find 100, 10 and 1 more or less; Compare and order numbers up to 1,000; Count in 50s</p> <p>- Number: addition and subtraction Add 1s and 10s to 3-digit numbers; Subtract 1s and 10s from 3-digit numbers; Add and subtract 3-digit and 2-digit numbers; Learn when to exchange 1s, 10s and 100s; Add and subtract using mental and written methods; Add and subtract 3-digit numbers; Decide if we need to exchange; Exchange across more than one column; Learn how to check our answers in different ways; Use bar models to solve 1- and 2-step problems</p> <p>- Number: multiplication and division Recognise when groups are equal and when they are not; Learn the 3, 4 and 8 times-tables; Find a simple remainder when a number is divided; Use a bar model to solve multiplication and division problems</p>	<p>- Number: multiplication and division Compare multiplication and division statements using inequality signs; Use known multiplication facts to solve other multiplication problems; Find multiplication and division fact families; Learn to multiply and divide by partitioning; Solve mixed multiplication and division problems including multi-step problems</p> <p>- Measurement: money Record money in £ and p; Convert money; Add and subtract amounts of money; Solve problems including ones that involve finding change</p> <p>- Statistics Present information in different ways; Use pictograms, bar charts and tables; Answer questions based on information that is presented in different ways</p> <p>- Measurement: length and perimeter Measure lengths in millimetres, centimetres and metres; Compare lengths; Add and subtract lengths; Measure the perimeter of a shape; Learn about equivalent lengths</p> <p>- Number: fractions Make a whole with unit and non-unit fractions; Explore tenths as fractions; Understand fractions as numbers; Calculate fractions of a set of objects</p>	<p>- Number: fractions Find equivalent fractions; Compare fractions; Add and subtract fractions; Solve word problems about fractions and finding fractions of an amount</p> <p>- Measurement: time Learn about hours, days, months and years; Estimate times; Tell the time to the nearest minute; Calculate start and end times; Solve time problems</p> <p>- Geometry: angles and properties of shapes Learn about turns; Learn what a right angle is; Understand and draw parallel and perpendicular lines; Identify and draw vertical and horizontal lines; Recognise and describe right angles and parallel and perpendicular lines in 2D shapes; Recognise, describe and construct 3D shapes</p> <p>- Measurement: mass Measure mass in kilograms and grams; Work out different intervals on a scale; Add, subtract and compare masses; Solve problems involving mass</p> <p>- Measurement: capacity Measure capacity in litres and millilitres; Convert between litres and millilitres; Compare and order capacities; Add and subtract capacities; Solve problems involving capacities</p>
English	<p>Autumn 1</p> <p>- Recount writing: letter in role - Text: Seal Surfer by Michael Foreman</p> <p>Spoken language: Ask relevant questions; Build vocabulary; Articulate and justify answers; Participate in discussions, presentations, performances, role-play, improvisations and debates; Consider and evaluate different viewpoints.</p> <p>Reading comprehension: Use dictionaries to check the meanings of words; Prepare poems to read aloud and perform; Recognise different forms of poetry; Check texts make sense; Ask questions to improve understanding of a text; Draw inferences (characters feelings, thoughts and motives) and justify with</p>	<p>Spring 1</p> <p>- Fiction writing: historical narrative from a character's point of view - Text: Stone Age Boy by Satoshi Kitamura</p> <p>Spoken language: Listen and respond; Build vocabulary; Articulate and justify answers; Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p>Reading comprehension: Read for a range of purposes; Use dictionaries to check the meaning of words; Explain meaning of words in context; Draw inferences (characters feelings, thoughts and motives); justify with evidence; Predict from details stated and implied; Identify main ideas drawn from more than one</p>	<p>Summer 1</p> <p>- Fiction writing: adventure story - Text: Journey by Aaron Becker</p> <p>Spoken language: Build vocabulary; Articulate and justify answers; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints.</p> <p>Reading comprehension: Identify themes and conventions; Discuss words and phrases that capture the reader's interest and imagination; Explain meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict</p>

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evidence; Predict from details stated and implied; Participate in discussions about books.

Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; In narratives, create settings, characters and plot; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors.

Autumn 2

- Fiction writing: fantasy story
- Text: Winter's Child by Graham Baker-Smith

Spoken language: Ask relevant questions; Build vocabulary; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role-play, improvisations and debates; Consider and evaluate different viewpoints.

Reading comprehension: Use dictionaries to check the meaning of words; Identify themes and conventions; Discuss words and phrases that capture the reader's interest and imagination; Recognise different forms of poetry; Explain meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied.

Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; Build a varied and rich vocabulary; Assess the effectiveness of own and others' writing; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

paragraph and summarise; Retrieve and record information from non-fiction.

Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; In narratives, create settings, characters and plot; Use headings and sub-headings to aid presentation; Group related ideas into paragraphs; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors.

Spring 2

- Persuasion writing: information text
- Text: Big Blue Whale by Nicola Davies

Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers for effective communication.

Reading comprehension: Read for a range of purposes; Predict from details stated and implied; Identify main ideas drawn from more than one paragraph and summarise; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction; Participate in discussion about books.

Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing; Discuss and record ideas; Compose and rehearse sentences orally; Propose changes to grammar and vocabulary to improve consistency; Assess the effectiveness of own and others' writing; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

from details stated and implied; Participate in discussion about books.

Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing; Compose and rehearse sentences orally; Build a varied and rich vocabulary; Build an increasing range of sentence structures; In narratives, create settings, characters and plot; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Summer 2

- Persuasion writing: tourism leaflet
- Text: Zeraffa Giraffa by Dianne Hofmeyr

Spoken language: Listen and respond; Build vocabulary; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Select and use appropriate registers for effective communication.

Reading comprehension: Read for a range of purposes; Use dictionaries to check the meaning of words; Explain meaning of words in context; Ask questions to improve understanding of a text; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction.

Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing; Discuss and record ideas; Group related ideas into paragraphs; Assess the effectiveness of own and others' writing; Propose changes to grammar and vocabulary to improve consistency; Proof-read for spelling and punctuation errors; Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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<p>RE</p>	<p>Autumn 1 - What is it like for someone to follow God? Pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.</p> <p>Autumn 2 - What is the 'Trinity' and why is it important for Christians? Pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.</p>	<p>Spring 1 - How do festivals and worship show what matters to a Muslim? Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p> <p>Spring 2 - How do festivals and family life show what matters to Jewish people? Pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>	<p>Summer 1 - What do Christians learn from the Creation story? This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</p> <p>Summer 2 - How and why do people try to make the world a better place? Pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
<p>Computing</p>	<p>- Computer Science: Coding 'We are programmers' Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts; Use sequence in programs; work with variables and various forms of output; Use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p>Spring 1 - Computer Science: Computational thinking 'We are bug fixers' Debug programs that accomplish specific goals; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>- Information Technology: Media 'We are co-authors' 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; Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p>

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		<p>Spring 2 - Digital Literacy: Online safety 'We are who we are' Select, use and combine a variety of software to design and create a range of content that accomplish given goals, including presenting information; Use technology safely, respectfully and responsibly.</p>	
Science	<p>Autumn 1 - Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; Describe in simple terms how fossils are formed when things that have lived are trapped within rock; Recognise that soils are made from rocks and organic matter.</p> <p>Autumn 2 - Animals, including humans: 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; Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Spring 1 - Forces and magnets: Compare how things move on different surfaces; Notice that some forces need contact between two objects, but magnetic forces can act at a distance; Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Spring 2 - Forces and magnets: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; Describe magnets as having two poles; Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Summer 1 - Light: Recognise that they need light in order to see things, and that dark is the absence of light; Notice that light is reflected from surfaces; Recognise that light from the sun can be dangerous and that there are ways to protect their eyes; Recognise that shadows are formed when the light from a light source is blocked by an opaque object; Find patterns in the way that the size of shadows change.</p> <p>Summer 2 - Plants: Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers; 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; Investigate the way in which water is transported within plants; Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Geography	<p>Villages, towns and cities</p> <ul style="list-style-type: none"> - Where do people live? - What affects where people live? - How do human settlements differ? - What makes up a city? - Can you design your own settlement? 	<p>Mountains, volcanoes and earthquakes</p> <ul style="list-style-type: none"> - What is the Earth made of? - How are mountains and volcanoes formed? - How do earthquakes and volcanic eruptions happen? - What are the effects of earthquakes and volcanic eruptions? - Do the benefits of living near a volcano outweigh the risks? 	<p>Water and weather</p> <ul style="list-style-type: none"> - Where is Earth's water? - Why does it rain? - Why do we have seasons? - What is the weather forecast? - Why is the weather in the UK unpredictable?
History	<p>Prehistoric Britain</p> <ul style="list-style-type: none"> - What was life like during the Ice Age? - What tools did early humans use? 	<p>Shang Dynasty</p> <ul style="list-style-type: none"> - How did the Shang Dynasty begin? - Who was Fu Hao, and how do we know about her? 	<p>Ancient Greece</p> <ul style="list-style-type: none"> - What do we know about Ancient Greece? - What did the Ancient Greeks believe?

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	<ul style="list-style-type: none"> - What was life like in a Stone Age settlement? - Why was bronze used for tools and weapons? - What can we learn from Skara Brae and other Stone Age sites? 	<ul style="list-style-type: none"> - How did the Shang Dynasty end? - How did the Shang Dynasty create and use Chinese writing? - What was life like for people in the Shang Dynasty? 	<ul style="list-style-type: none"> - Who was Alexander the Great? - How has Ancient Greece influenced our lives? - How equal was society in Ancient Greece?
Art & Design	<p>Autumn 1</p> <ul style="list-style-type: none"> - Sculpture; Drawing; Develop intricate patterns with a variety of media. <p>Autumn 2</p> <ul style="list-style-type: none"> - Plan, design and make models; using malleable materials from observation or imagination; Papier-mache 	<p>Spring 1</p> <ul style="list-style-type: none"> - Painting; Drawing; Experiment with marks and lines with a wide range of implements: charcoal/ graphite/ chalk/ pencil <p>Spring 2</p> <ul style="list-style-type: none"> - Create different effects and textures with paint; Create a background wash; Create tints, tones and shades 	<p>Summer 1</p> <ul style="list-style-type: none"> - Celebration of work; Printing/ craft; <p>Summer 2</p> <ul style="list-style-type: none"> - Drawing; To understand how to use a variety of hard and soft drawing pencils to create different effects - Create repeating patterns with printing
Music	<p>Autumn 1</p> <ul style="list-style-type: none"> - Understand simple rhythm notation: write, say and play using stick notation – ta, ti-ti, ta-a, tikka tikka - Play and perform in solo and ensemble contexts; recall sounds with increasing aural memory: play simple melodies on tuned percussion as an ostinato accompaniment - Evaluate music: simple written evaluation of their performances. <p>Autumn 2</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music: medieval music - Improvise and compose music for a range of purposes: music from the past to the future. 	<p>Spring 1</p> <ul style="list-style-type: none"> - Understand how music is created and produced: organise and manipulate ideas within musical structures; explore the pentatonic scale and ways of notating pitch. - Appreciate and understand music drawn from different traditions: Chinese music <p>Spring 2</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions: listen to and communicate ideas about music. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures: play a melodic ostinato as an accompaniment. - Compose music for a range of purposes: create own music in groups, using a known stimulus and rhythm patterns. 	<p>Summer 1</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions: listen to and communicate ideas about music from around the world. <p>Compose music for a range of purposes: create own island music.</p> <p>Summer 2</p> <ul style="list-style-type: none"> - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproduce sounds from aural memory: Understand and perform call and response structure, perform word rhythms, explore sounds, sing in two parts, introduce binary form. - Use and understand staff and other musical notations: create and perform word rhythms. Learn to read and write simple melodies using formal notation on the treble clef.
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> - Fundamentals/Fitness <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to</p>	<p>Spring 1</p> <ul style="list-style-type: none"> - Tennis <p>Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They</p>	<p>Summer 1</p> <ul style="list-style-type: none"> - Athletics <p>Pupils will develop basic running, jumping and throwing</p>

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	<p>understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p>Autumn 2 - Ball Skills/Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Spring 2 - Gymnastics Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>Summer 2 - Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
<p>D&T</p>	<p>Autumn 1 - Textiles: Cushions Learn and apply two new sewing techniques - cross-stitch and appliqué. Utilise skills to design and make a cushion.</p> <p>Autumn 2 - Electronical systems: Static Electricity Explore the science behind static electricity and apply this new knowledge to generate ideas for and make a static-electricity game.</p>	<p>Spring 1 - Mechanisms: Pneumatic toys Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.</p> <p>Spring 2 - Digital World: Electronic Charm Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.</p>	<p>Summer 1 - Cooking and Nutrition: Eating Seasonally Learning about seasonal foods and using their understanding to create a seasonal food tart.</p> <p>Summer 2 - Structures: Castles Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).</p>
<p>PSHE</p>	<p>Autumn 1 - Being in My World</p>	<p>Spring 1 - Dreams and Goals</p>	<p>Summer 1 - Relationships</p>

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	<p>Prepare children to play an active role as citizens: self-identity and worth; rights and responsibilities; rewards and consequences.</p> <p>Autumn 2 - Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: types of families; making friends; how to spot and solve bullying; compliments.</p>	<p>Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: overcoming obstacles and achieving success; simple budgeting; motivation.</p> <p>Spring 2 - Healthy Me 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; fitness; attitudes towards drugs; staying safe online and offline.</p>	<p>Develop confidence in talking, listening and thinking about feelings and relationships; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; family roles; keeping safe online; awareness of others.</p> <p>Summer 2 - Changing Me The life processes common to humans and other animals include nutrition, growth and reproduction; The main stages of the human life cycle; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; how babies grow; inside and outside body changes; family stereotypes.</p>
<p>French</p>	<ul style="list-style-type: none"> - Key questions and responses. Recognising both in the written and oral form. Practising. - How to identify gender by recognising the definite and indefinite articles and understanding when and how they are used. 	<ul style="list-style-type: none"> - Learning topic vocabulary and identifying it in simple listening comprehensions. - Creating simple spoken sentences, using size and colour with known nouns. Recognising them in the written form. 	<ul style="list-style-type: none"> - Responding to spoken instructions in the language in order to produce a drawing or respond to classroom commands. - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.

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