

Knowledge Outcomes

- Know where France is in Europe and locate Paris, the capital city, on a map.
- Name and describe some of the physical features of France (Alps, Pyrenees, River Seine, warmer climate in the south and cooler climate in the north, land use – vineyards etc.)
- Name and describe some of the human features of France (cities, Eiffel Tower and Louvre Museum)
- Compare the United Kingdom and France, identifying similarities and differences in physical and human geography, size, climate and location (surrounding seas)
- Know that French culture includes its language, traditions and way of life, including speaking French, enjoying traditional foods and celebrating national festivals.
- Know that the French national values are 'Liberty, Equality and Fraternity' and that these ideas are important to many people in France.

English / Mathematics

Please see termly Success and Challenge cards

Languages

Getting started (introduce physical French phonics)

Say a greeting

Ask and answer you own name and how they are feeling

Can attempt a question about name and feelings

Remember and say most numbers between 1 and 10

Remember and say 6 colours: red, yellow, blue, green, black and white

Physical Development

Gymnastics

Show some control and coordination when travelling, rolling, jumping and balancing

Identify and copy some basic gymnastic actions with some quality

Can make their body tense, relaxed, stretched and curled

Transition with some quality

Demonstrate a level of stamina, strength and speed to enhance performance

Challenge:

Perform longer movement sequences with a clear beginning, middle and end

Able to perform more complex gymnastics actions with some control and variety

Can demonstrate timing of movement when working with a partner (e.g. unison)

Personal, Social and Emotional Development

PSCHE: Relationships

How can we be a good friend?

Understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded

Learn how to recognise if others are feeling lonely and excluded and find strategies to include them

Learn how to build good friendships, including identifying qualities that contribute to positive friendships

Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

R.E.: Hinduism

Diwali: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

To describe some of the ways Hindus celebrate Diwali (at home and at the temple)

To understand how Hindu's feel a sense of belonging during Diwali

To begin to understand festivals / celebrations in my life and how they give me a sense of belonging

AUTUMN TERM 1 Objectives: Year 3

Vive la France Geography

Strength Lies in Difference

Children to begin to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity

Children to be familiar with inspirational and aspirational role models from the African/Caribbean/Asian/Chinese communities

Understanding of the World

Geography:

locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions (land use), key physical and human characteristics, countries and major cities

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science: Light

Recognise the need for 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.

Computing: I-safe

To recognise when something encountered online does not feel right

To identify some of the risks of sharing publicly online and the consequence of sharing without consent

To understand the ways in which we can protect ourselves from online manipulation

To understand the need for strong passwords

Expressive Art and Design

Art / Design

Develop knowledge of drawing techniques.

Learn to create artistic effects using light and shadow.

Experiment with different hardness of pencils.

Music: (Steps 1 and 2)

To recognise and define the duration of different note values while maintaining a steady beat

Recognise, maintain and perform a steady pulse in different time signatures

Identify music characteristics of: the waltz, disco and gospel.

To identify the first beat of a bar in four

To identify the changes in musical tempo, texture and dynamics

To perform call and response songs