



**St. Lawrence C. of E.  
(Aided)  
Junior School**

**Parent  
Support Guide  
Year 3  
2019-2020**





# Welcome



A warm welcome to all our new children and their families to St Lawrence Junior School.

We look forward to getting to know you and helping your children reach their potential. We recognise that starting a new school can be daunting and that there are a hundred and one things to learn. It is therefore essential for us to work in partnership with you to make this transition as smooth as possible. Now they are in a junior school, we want the children to begin to develop their independence, but it always helps if their parents are one step ahead. 😊

This booklet aims to provide you with hints and tips on life at St Lawrence.

We hope that you find the information useful.

If you do have any further questions, please do not hesitate to speak to your child's class teacher.

## Curriculum & Yearly Objectives

We follow the 2014 National Curriculum at St Lawrence. It contains specific objectives that must be covered in specific year groups. The objectives for Maths and English can be found at the end of this booklet. They are also available on our website. A curriculum overview for the foundation subjects for the whole year is also there and gives information about which topics are covered in which term. We enrich the curriculum in a variety of ways including: engaging lessons, activities, themed days, trips and workshops etc. Where possible we try to make relevant links between different areas of the curriculum.



## Assessments

We have already received indicators from the infant schools about your child's progress in Reading, Writing, Maths and Science and we set them targets for progress and achievement based on their Key Stage 1 results. Key Stage 1 SATS can seem a long time ago and lots of changes may have happened – especially after a long summer holiday. 😊 Therefore, very early in the term we will be carrying out some small assessments with all the children. These assessments are to enable teachers to pinpoint more accurately the children's strengths and areas for development. We do try to make it as stress free as possible, but know that some children do get anxious in test situations. We hope that together we can support them during this process.

## Parents' Meetings & Reports



There will be two formal parents' evenings during the year, one in November and one in March. A progress report will be given in the March parents' evening and a full written report of your child's achievements and progress will be sent home at the end of the academic year. There is an online booking system for appointments and you will be given further instructions on how to do this nearer the time.

If you do have any concerns about your child before those meetings, please do not hesitate to contact your child's class teacher.

# Communication

Parents are able to communicate with staff in a variety of different ways, such as:

- Write notes in the purple Home-School Contact Book
- Send letters and reply slips in book bags
- Speak to a teacher at the end of the school day (mornings are not usually the best time)
- Arranging an appointment via the office

As a school we will:

- Distribute a termly year group newsletter
- Send letters home – or contact you via parent mail
- Put reminders and information on the VLE
- Send home the Head Teacher letter “Headlines” on a regular basis
- Speak to you in the playground at the end of the day
- Contact you by phone
- Invite you in for a meeting



Each class also has a **worry box**. Children can use this to communicate to their teacher that they are worried about something. If they are too nervous to approach the teacher about a sensitive issue, then please encourage them to put a note in the box or let your child’s class teacher know by any of the above methods that there is a problem. We are always happy to talk to children and /or parents to address any concerns. There is also a **Whole School Worry Box** and children can leave a message for any teacher that they wish to talk to about something that may be bothering them.

## V. L. E.

St Lawrence uses “It’s Learning” as the Virtual Learning Environment (VLE). It’s Learning is designed to support pupils’ learning in school and to communicate information to pupils and parents.

Through the VLE pupils can access the resources they need for:

- Spelling tests
- Homework
- Topic related websites
- Class timetables
- Updates on year group events
- Reminders
- Times tables songs



Log me in

Elm Federation VLE

User name:

Password:

It is also possible for students to submit work to their teacher electronically via the VLE. Each child has an individual username and password. This is the same information they need to access the school computers.

The website address for the VLE is: <http://elm.itslearning.com/>

Your child’s username and password can be found in their Home-School Contact Book.

If you have any queries or problems regarding accessing or using the VLE, then please do not hesitate in contacting your child’s class teacher at the school.

# Volunteers

St Lawrence would not be able to run as well as it does without volunteers. We welcome help with reading, running the library, helping with sporting events, class representatives, being involved in the PTA, sharing/demonstrating a specific skill, helping on class trips etc. For some of these, including reading and trips, you will need a DBS check (Disclosing and Barring Service). Please contact the school office if you would like to be involved in this way. The process is fairly quick and easy and it is great to have parents/grandparents etc. on board that we can call upon. Your help is always appreciated!

VOLUNTEER  
POWER!

# Spellings

The Year 3 programme for spelling is taken from the 2014 National Curriculum. Children will generally be taught spelling rules, as well as key topic words. These rules are practised and applied over a one-week period in class before being tested, but should also be practised at home. We have recently subscribed to the Spelling Shed website which uses fun games to help embed learning.

In addition to this, Year 3 children have a set of statutory words to learn. These words will be sent home and tested periodically throughout the year. Please look at these words with your child as well. Spelling lists can be found in the spelling folder on the VLE and the key vocabulary list can be found on the school website and at the back of this booklet.



# P.E.

It is expected that children have their P.E. kit in school **every day**, as lesson times may need to change depending on the weather. All items in it need to be named clearly – including the bag they come in. Children should have outdoor sports shoes with good grip and warm tracksuits in case of cooler weather. If tights are worn during the day, please ensure they have extra socks for P.E.

Earrings must **not** be worn during PE lessons. Children need to be able to remove these themselves and they remain their responsibility.



# Homework

As well as reading, spelling and times tables practice, children will be given homework to complete each week.

**Set – Wednesday      Due in – Monday**

Where possible, the weekly homework will also be on the VLE in the homework folder.

It is important that children do as much as they can independently – but on occasion they may need parental support. We expect all homework to be presented neatly.

Late homework may result in a child completing their homework during their lunch/break time. Children should spend no more than 45 minutes completing homework. If they are finding this a struggle, please let your class teacher know.



# Maths & Times Tables

During the first weeks of term, children will be assessed to ensure they are given work to challenge or support them appropriately. Lessons follow the 2014 National Curriculum and yearly learning objectives are worked on throughout the year. Information on these objectives can be found on the school website and will also be sent home for you to view. They will also have access to 'Mathletics' and Timetables Rock Stars – online Maths programmes that we subscribe to.

Further details are given in this booklet.

A guide to the calculation methods we use at St Lawrence can be found on our website.

Children will be tested on their times tables weekly. This is done using a speed table chart, which changes number order each week. This enables the children to recall times tables they already know at speed and to practise the times tables they are learning. Their aim is to increase their accuracy and speed every week. They can get very competitive with their previous selves!

x	4	6	7	1	2	10	5	3	8	9
7										
10										
4										
9										
2										
8										
3										
1										
5										
6										

## Key Instant Recall Facts (KIRFS)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number bonds to 20	x and ÷ facts for 3 times table	x and ÷ facts for 4 times table	x and ÷ facts for 8 times table	Tell the time Durations of time	Shape and measure facts

Each half term will have a maths fact focus. Any maths work that you do at home with the children to support this is always valuable and we would encourage you to make it as practical and fun as possible, such as through cooking, telling the time on an analogue watch/clock, shopping and playing games etc. Some other suggestions are: chanting, singing, writing them out, matching them up, throwing a ball and counting up in equal steps, learning them out of order, using a web based interactive game, matching games etc.



# Reading

All children will be given a reading scheme book to take home early in the Autumn term. This is usually based on their Key Stage 1 reading result and any initial Year 3 assessments. We recognise that some children may have done lots of reading over the holidays and some very little, so we work hard to match books accurately. We ask that children read at home either independently or to an adult for at least 5 minutes each day and request that you sign their Home-School Contact Book. Children with unsigned books will be required to read during break or lunch time for 5 minutes.

When reading with your child at home, please remember that as well as the ability to decode the text, there are many other comprehension skills that the children need to develop. Please support the children in this by asking them questions about the text to ensure that they fully understand what they are reading. Possible questions to ask can be found at the end of this booklet.

Children will also read to an adult during the week in a guided reading group based on their reading ability. This group promotes lots of discussion about the book and encourages children to develop a variety of reading skills.

The library is also available to the children with a wealth of fantastic books. It is run by able librarians who will assist the children in their book selections – but we try to allow the children freedom in picking these books themselves in order to continue to develop a love of learning and enjoyment in reading.

# Mathletics



[www.mathletics.co.uk](http://www.mathletics.co.uk)

Mathletics is a web-based learning program that integrates home and school learning via the internet; it is one of the world's most used educational websites. As an online learning resource it is the next generation in learning, helping students enjoy maths and achieve outstanding results. They will have 24-hour access to Mathletics through a unique username and password. This means that students can work at their own pace; anywhere, anytime.

Pupils have access to Mathletics through their own username and password. **This will be given to them and stuck in their Home-School Contact Book.** This gives them access to all the mathematical games, resources and activities. Mathletics knows which year group your child is in and will provide core exercises on all topics in the UK's National Curriculum pitched at that age group. Your child is free to choose from these exercises, unless specific maths tasks have been set by their teacher, which they need to complete first.

As your child completes these exercises the marks are recorded. The aim for each is to get a perfect score. You can see the colour grade system to the right. If a child receives a red, they will probably need additional instruction from you or a teacher, although there are video tutorials your child can access by pressing the question mark in the blue circle. They can complete the activity multiple times, and will generally improve through repetition.

Gold is when a child achieves 85% or more. This is a 'gold bar' and the number of gold bars is totalled and is available on the left when your child logs in. In addition to the colour grading, points are awarded in each activity which are added for the daily and weekly totals. Using these points, weekly certificates are awarded.

**1000 points in a week = 1 Bronze certificate**

**5 Bronze certificates = Silver certificate**

**4 Silver certificates = Gold certificate**

(A maximum of one certificate in a week. Point totals reset Sunday night)

Further information and guides on Mathletics can be found under the [Help](#) tab.  
If you experience difficulty in loading the Mathletics website at home please call the team on [0117 370 1990](tel:01173701990) or [customerservice@3plearning.co.uk](mailto:customerservice@3plearning.co.uk)



## Times Tables Rock Stars

[www.trockstars.com](http://www.trockstars.com)

Times Tables Rock Stars is a web and app game which engages students in times tables practice. It is cleverly sequenced to ask students the questions they find most challenging, more often.

Each child will be given their own username and password and will be introduced to the programme at school.

Children enjoy the sense of achievement that comes from answering questions and earning coins, which they use to upgrade their rock avatar. Many children thrive on the competitive element, so choose to play in a multiplayer game against their classmates or students around the world, whilst others focus on improving their rock speed and climbing the rock star ranks, with the ultimate goal of achieving the status "Rock Hero".

They can even listen to a playlist of rock tunes while they are taking part in the various times tables activities.

**If you have any questions about either of these maths programmes, please contact your class teacher.**



## Learning Partners

The most exciting friendships are developed through learning partners. This is where Year 3 children are paired up with a child in Year 6. For the first term they spend time with them every week working on different projects. They play games together, talk about their work and learn new skills. This really helps the new children to feel settled and less intimidated by all the other older children in the school. The children always love this time together and form lasting friendships. They will miss the Year 6 children when they move on, but by then will be very ready for Year 4 and no longer being the new children in the school.

## Intervention Groups

After we have got to know the children a little better, your child may be invited to join an intervention group. This could be for a variety of reasons such as:

- There is a gap in their learning
- They need a short term boost in a particular areas of the curriculum
- They need to develop a particular skill
- They need higher level challenges



Intervention groups may be 1:1, in pairs or in a small group. The groups may focus on phonics, spelling, maths, confidence, reading, handwriting, fine motor skills, key vocabulary, writing, developing focused skills etc. They are usually run by a teacher or teaching assistant during assembly times in order that the children do not miss any class learning time.

Teachers work hard to identify the specific needs of individuals and also the year group as a whole and work with experienced teaching assistants to support the children in these various areas. You will be notified by letter if we feel your child would benefit from one of these groups.



## Clubs



There are many clubs to enjoy at St Lawrence and you will no doubt be aware of many of the clubs run by outside agencies. These can be found on our website. A variety of other clubs, led by St Lawrence staff, may also be available to children in the coming weeks. Children need to make note of which clubs they would like to do. Teachers will assist the children in getting the relevant letters and they can also be collected outside the school office. If your child is worried about who to approach, then please encourage them to ask their class teacher who will happily ensure that they get the correct information. Some clubs have limited spaces, so it is best to get club letters quickly and respond to them as soon as you can. If your child is attending a before-school club with an outside agency than we insist that **parents hand their child over directly to the club leader and sign them in**, as class teachers will be not be responsible for their safety during this time.



# Useful Websites

Here are some useful websites:

<http://elm.itslearning.com/>

(Children have their own username and password.)

You can also access **Espresso Home** from this website as well)

[www.mathletics.co.uk](http://www.mathletics.co.uk)

[www.trockstar.com](http://www.trockstar.com)

[www.spellingshed.com](http://www.spellingshed.com)

(Children have their own usernames and passwords)

[www.bbc.co.uk/schools/typing](http://www.bbc.co.uk/schools/typing)

[www.woodlands-junior.kent.sch.uk](http://www.woodlands-junior.kent.sch.uk)

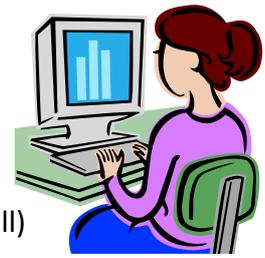
[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.mathszone.co.uk](http://www.mathszone.co.uk)

[www.childrensuniversity.manchester.ac.uk](http://www.childrensuniversity.manchester.ac.uk)

[www.bbc.co.uk/bitesize/ks2/](http://www.bbc.co.uk/bitesize/ks2/)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) (a great free website with free audible ebooks)



# Reading Questions

## Some questions to ask your child while reading together:

Look at the front cover - what could the book be about?

What type of book is it?

Who is the author?

What is an illustrator? What do they do?

What does that word mean?

Read the words around it to help you figure it out (context).

How can you read an unfamiliar word? Can you sound talk them and then blend?

Who are the main characters?

What do you think will happen next?

How do you think the character feels? Why? How can you tell? How would you feel in that situation?

Can you predict how the book will end?

Who is your favourite character? Why?

What was your favourite part of the story? Why?

Was there any part of the story that you didn't like? Why?

Is there a hidden message in the story? What is it?

Can you retell the story in your own words?

Do you like how the story ended? Can you think of another way the book could have ended?

Can you think of another story with a similar theme by the same author?

Why do you think the author chose that word?

Can you find any powerful verbs?

Can you find any amazing adjectives?

Why are some sentences shorter than others?

What is the atmosphere like in the story?

Where is the story set? How is it described?

How could we find information about...?

What features of the text/ book help you?



## Year 3 Yearly Objectives - Maths

Number	Addition & Subtraction	Multiplication & Division	Fractions	Measures	Geometry	Statistics
I can count from 0 in multiples of 4 and 8.	I can add and subtract numbers mentally (3-digit number & ones).	I can recall and use $\times$ and $\div$ facts for the 3 times table.	I can count up and down in tenths.	I can measure, compare, add and subtract lengths (m/cm/mm).	I can draw 2-D shapes.	I can interpret and present data using bar charts.
I can count from 0 in multiples of 50 and 100.	I can add and subtract numbers mentally (3-digit number & tens).	I can recall and use $\times$ and $\div$ facts for the 4 times table.	I know that tenths arise from dividing an object into 10 equal parts.	I can measure, compare, add and subtract mass (kg/g).	I can make 3-D shapes using modelling materials.	I can interpret and present data using pictograms.
I can find 10 or 100 more or less of any given number.	I can add and subtract numbers mentally (3-digit number & hundreds).	I can recall and use $\times$ and $\div$ facts for the 8 times table.	I can recognise, find and write fractions for a set of objects.	I can measure, compare, add and subtract volume/capacity (l/ml)	I can recognise and describe 3-D shapes in different orientations.	I can interpret and present data using tables.
I can recognise the place value of each digit in a 3-digit number.	I can add numbers with up to 3-digits using a written method.	I can calculate mathematical statements for $\times$ and $\div$ facts I know.	I can recognise and use fractions as numbers. $\frac{1}{4} + \frac{3}{4} = 1$	I can measure the perimeter of simple 2-D shapes.	I can recognise angles as a property of shapes and turning.	I can solve one step problems such as 'How many more?'
I can compare and order numbers up to 1000.	I can subtract numbers with up to 3-digits using a written method.	I can use mental strategies to multiply a 2-digit and 1-digit number.	I can recognise and show, using diagrams, equivalent fractions.	I can + and - amounts of money to give change using £ and p.	I can identify right angles.	I can solve 2 step problems such as 'How many more?' 'How many fewer?'
I can identify, represent and estimate numbers in different contexts.	I can estimate the answer to a calculation and use inverse to check.	I can use efficient written methods to times a 2-digit and 1-digit number.	I can add and subtract fractions with the same denominator.	I can tell and write the time from an analogue clock and 24hr clock.	I know that 2 right angles make a half turn, 3 make $\frac{3}{4}$ and 4 make a full.	I can use simple scales (e.g. 2,5,10 units per cm) in pictograms.
I can read and write numbers to at least 1000 in numerals and words.	I can solve word problems for addition and subtraction.	I can solve problems using multiplication and division.	I can compare and order fractions with the same denominator.	I can recognise and write the Roman numerals from I to XII.	I can say if angles are greater than or less than a right angle.	I can interpret data presented in many contexts.
I can solve number problems and practical problems.	I can solve missing number problems for addition and subtraction.	I can solve missing number problems using multiplication and division.	I can solve problems that involve fractions.	I know the number of seconds in a min, and the days in a month and year.	I can identify horizontal, vertical, perpendicular & parallel lines.	
				I can compare durations of events.		

# Year 3 and 4 English Overview

## Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Reading – Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - Transcription	Writing - Vocabulary, Grammar & Punctuation
<p><b>Spelling</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of a range of terms used in English by:</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</li> </ul>
Writing - Handwriting	Writing - Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>

**Word list – Years 3 and 4**

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possible	strange
arrive	describe	grammar	material	possess(ion)	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
busy/business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasion(ally)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman/women
century	experiment	important	ordinary	reign	
certain	extreme	interest	particular	remember	

# Year 3 Curriculum Overview 2018-2019

## Foundation Subjects

(Subject to change)

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	Plants	Rocks	Light	Food and our Bodies	Magnets & Forces	The Moon
R.E.	What is God like?	How does the Bible reveal God's plan?	How did Jesus change lives?	What happened during Holy Week?	What are important times for Jews? What does it mean to be a Jew?	
		R.E. Day Christmas	Easter Pause Day		R.E. Day	
COMPUTING	St Lawrence Network  Coding: starter unit	Internet Research & Communication	Coding: Sequence & animation	Word Processing Skills	Coding: Conditional events	Drawing and desktop publishing
			Safer Internet Day			
HISTORY/ GEOGRAPHY	History - Stone Age to Iron Age		Geography Mapwork – countries, symbols and keys	Local History study - Tudors	Local history/geography study (Linked to Victorians) with a focus on transport	
ART	Colour mixing		Portraits – linked to Tudors		Arcimboldo Marbling Solar system Acrylic Nebula	
DESIGN & TECHNOLOGY	Omelette muffins (food tech) Levers (mechanisms)		Photo-frames (structures)		Wheels - moon buggies (mechanisms)	
FRENCH	Greetings Name Counting	Classroom objects and instructions Age Colours	Descriptions Days of the week	Animals Counting Describing someone else	Family Household items Alphabet Prepositions	Food Counting Dates
MUSIC	<u>Environment</u> Composition	<u>Sounds</u> Exploring Sounds	<u>China</u> Pitch	<u>Human Body</u> Structure	<u>In the Past</u> Pitch	<u>Ancient Worlds</u> Structure
	<u>Buildings</u> Beat	<u>Poetry</u> Performing	<u>Time</u> Beat	<u>Singing French</u> Pitch	<u>Communication</u> Composition	<u>Food and Drink</u> Performance
P.E.	Ball Skills	Netball	Football	Hockey	Athletics	Cricket
	Gym	Aerobics/ Circuits	Dance	Volleyball	Tennis	Rounders
P.S.H.E.	New Beginnings Getting on / Falling out Bullying		Going for Goals Good to be me		Relationships Changes	
Whole School British Values Focus	Overview	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Tolerance of those of different faiths and beliefs