

Year 3 Long Term Planning

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Shape	Statistics
Maths	<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p>	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events.</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>

English	Writing to entertain	Writing to inform	Writing to persuade
	Text Types	Text Types	Text Types
	Stories Descriptions Poetry Character/Settings	Non-chronological report Recount Letter Biography Instructions	Advertising Poster
	Text Features	Text Features	Text Features
	Paragraphs Detailed description	Paragraphs to group related ideas Subheadings	Use of 2 nd person Planned repetition Facts
Grammar and Punctuation	Grammar and Punctuation	Grammar and Punctuation	
Fronted adverbials Expanded noun phrases Subordinate clauses Conjunctions Apostrophe for possession Use of commas	Subordinating conjunctions Expanded noun phrases Commas in a list Present perfect Bullet points Inverted commas Use of commas	Imperative verbs for urgency Rhetorical questions Noun phrases Relative clauses Punctuation - !?	
Multicultural British Author			

Digital Literacy: e-safety, research and organising ideas				
Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	I can know that a web browser lets you look at web pages on the World Wide Web that is part of the internet.	Talk about the Internet as a network of connected computers and the World Wide Web as a collection of websites that are stored on these computers. <ul style="list-style-type: none"> • compare the internal school network and content to WWW • discuss Unique Source Locator (URLs) and how these are used to locate a webpage and provide useful information. • discuss the range of sites and search engines and consider in terms of relevance, fact, fiction and opinion. Model the different strategies used to access digital information sources and compare to printed media. <ul style="list-style-type: none"> • use keywords to search for relevant content • use skimming & scanning reading skills to identify appropriate and useful information, ownership etc. • compare to other sites to check for accuracy • demonstrate use of tool e.g. copy & paste, hyperlink 	
	Hardware PC, laptop, netbook, tablet	Software Create and save content to share with a known audience via e-mail, website, VLE	Online Swiggle http://www.swiggle.org.uk KidRex http://www.kidrex.org/ Gogooligans http://www.gogooligans.com/ Searchy Pants http://searchypants.com/ SMART Crew What is reliable? What is the Internet? Tree Octopus Dog Island	
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	I can describe some of the risks and benefits of the Internet. I know how to behave in order to protect myself online. I understand how to create and use a secure password and keep it private. I can use approved online tools to exchange information and collaborate with others within and beyond my school. I know what to do if online content, words or activity makes me feel uncomfortable.		
	Creative Technology: communication and collaboration			
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	I can organise information in different ways.	Text Use different font sizes, colour and effects to communicate meaning for a given audience.	Images Acquire, store and retrieve images from cameras, scanners and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects)	Sound Use ICT to select and record voice and sounds – (e.g. Dictaphone, digital voice recorder, Sound recorder in IWB software)
	I understand the need to ask appropriate questions to find answers.	Insert and edit simple tables	Begin to independently capture, store, retrieve and edit a digital image	Locate and use sound files from Internet, CD ROM, learning platform and Multimedia software (e.g. IWB software)
	I can choose appropriate tools to collect data.	Use Cut, copy and paste to refine and reorder content	Discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change)	Use music software to experiment capturing, repeating and reordering sound patterns.

	I know how to use ICT to develop, organise and share ideas.	Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace)	Create a short animated sequence from captured images in simple storyboarding software, to communicate a specific idea.	Use music software to create a simple multipart percussion composition
	I can start to edit and organise my ideas to achieve a specific outcome.	Select suitable text, sounds and graphics from electronic resources and use it appropriately their own work	Capture "footage" from camcorders into simple movie editing software. Arrange, trim and cut clips to create a short film that convey meaning	Use ICT to create and perform sounds or music that would otherwise not be possible live – e.g. playing a multi-part piece or a very fast piece
	I can start to edit and organise my ideas to achieve a specific outcome.	Select and import sounds from their own recording, create their own effects and music and import from other sources	Import music and stills into video editing software and add to film projects.	
		Select and import graphics from digital cameras, graphics packages and other sources and prepare for use (cropping, resizing, editing)	Add simple titles and credits	
		Create a range of hyperlinks and produce a non-linear, interactive presentation		
		Recognise key features of layout and use design features such as text boxes, columns, borders		
	Computer Science and Understanding Networks: programming and exploring			
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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	I understand that different sequences of actions can achieve the same outcome. I can recognise and use repeat instructions.	Talk about examples of programming in the world around, relate to efficiency of being able to repeat sets of instructions. <ul style="list-style-type: none"> • Setting a recorder to record a series • Repeating tasks in a manufacturing process • Space missions, bomb disposal, underground pipes Discuss format and efficiency in giving/recording/grouping instructions, link this to idea of shorthand-simple code <ul style="list-style-type: none"> • Include opportunities for children to have real experiences of giving and following shorthand instructions. • Explore the link between instructions, code and action for both floor and screen turtles and the need to check and edit • Provide a variety of experiences/resources to extend understanding and knowledge of programming 		
Hardware Probot Lego We Do kit & software	Software Probotix software 2simple NXT Textease Turtle	Online (F) TES iboard Spider Web, Mole Maze, Chameleon (F) Dog Walk activity (F) Sums Online Cross the Maze also app (F) Daisy the Dinosaur app for i-pad/i-phone (F) Hour of Code https://studio.code.org/hoc/1		

	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>I can save work on devices, the school network and the Internet as appropriate. I can recognise there are different search engines.</p>	<p>Look at the insides of an old computer and discuss the parts that will allow you to connect to the Internet. Model accessing different parts of a device, the school network and online to store information, talk about the different resources they can access, including the Internet. Model the use of search engines to research information <ul style="list-style-type: none"> • discuss reliability of information and who it belongs to. The importance of choosing the first few links after you search. • model skimming and scanning reading skills to identify appropriate and useful sources of information. Provide opportunities to use appropriate resources to collaborate online including e-mail, video-messaging, blogs, forums and talk about responsible use.</p>
	<p>Hardware Old PCs and devices to take apart</p>	<p>Software MS PowerPoint e-book creator Google Chrome/Internet Explorer</p>	<p>Online http://www.teachingideas.co.uk/welcome/internet/page1.htm Wordle Tagxedo J2E Purple Mash School VLE Search engines: Google, Bing, Kiddle</p>

	Working Scientifically	Plants	Animals	Rocks	Light	Forces and magnets
Science	<p>Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>

History		Stone Age	Romans	Anglo-Saxons	Vikings	Local History	Theme	Civilizations	Ancient Greeks	World History	
	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>						A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)			
	<p>Chronological understanding</p> <ul style="list-style-type: none"> Place the time studied on a time line. Sequence events or artefacts. Use dates related to the passing of time. 	<p>Interpretations of History</p> <ul style="list-style-type: none"> Begin to understand why people did things in the past, and how this past has been represented (sources). Answer questions about change, cause, similarity and difference and significance. 	<p>Historical Enquiry - Questioning</p> <ul style="list-style-type: none"> Make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources. Find answers to questions about the past by using sources of information 	<p>Communication and Organisation</p> <ul style="list-style-type: none"> Show what they know and understand in different ways, e.g. speaking, role-play, drawing and writing. When doing this they can use some specific historical terms and vocabulary like monarch, settlement, invasion. 							

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Geography	<ul style="list-style-type: none"> • Locate the main countries of Europe inc. Russia. • Locate major cities of the United Kingdom and their identifying human and physical features. • Linking with History, locate and describe local land-use patterns and understand how some of this has changed over time. • Name and locate key physical and topographical features of the UK (mountains, rivers). • Identify the position and significance of latitude - Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a region of the UK with a region in Europe. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ➤ Physical geography- including rivers, mountains and volcanoes. ➤ Human geography- including: types of settlement in modern Britain: villages, towns and cities and land use. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Learn the eight points of a compass, 2-figure grid references, some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • 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.

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
D.T.	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
	<ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story-based, home, gardens, playgrounds, local community, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Gather information about particular needs of individuals and groups • Develop their own design criteria and use these to inform their own ideas • Share and clarify ideas through discussion • Use annotated sketches to develop and communicate their ideas • generate realistic ideas, focusing on the needs of the user and share these ideas through discussion 	<ul style="list-style-type: none"> • <i>Order the main stages of making</i> • Select tools and equipment suitable for the task • Select materials and components suitable for the task • Explain their choices of materials and components according to functional properties and aesthetic qualities • Follow procedures for safety and hygiene • Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide • Prototype frame and shell structures 	<ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work • Refer to their design criteria as they design, make and evaluate their completed project • How well products have been designed and made • Why materials have been chosen • What methods of construction have been used • How well products work and achieve their purpose • Who designed and made the products • Where/when products were designed and made • Whether products can be recycled or reused • About inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products 	<ul style="list-style-type: none"> • How to use learning from science to help design and make their products work • How to use learning from mathematics to help design and make their products work • That materials have both functional properties and aesthetic qualities • That mechanical and electrical systems have an input, process and output • How to program a computer to control their products • How to make strong, stiff shell structures 	<ul style="list-style-type: none"> • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source • That food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe, and the wider world • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • That a healthy diet is made up from a variety and balance of different food and drink as depicted on the Eatwell plate

Art	National Curriculum	Exploring and Developing Ideas	Evaluating and Developing Work	Drawing	Digital Media	Painting	Printing	Textiles	3-D	Collage
	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make observations.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Compare ideas and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone and texture in a drawing in a simple way.</p>	<p>Change the type of brush to an appropriate style e.g. charcoal.</p> <p>Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.</p>	<p>Work on a range of scales.</p> <p>Create different effects and textures with paint.</p> <p>Mix colours and know which primary colours make secondary colours.</p>	<p>Create printing blocks.</p> <p>Create repeating patterns.</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving, and stitching to create different textural effects.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use papier mache to create a simple 3D object.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>

National Curriculum		
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways. • Sing and play confidently and fluently, maintaining an appropriate pulse. • Suggest, follow and lead simple performance directions. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.). • Create simple rhythmic patterns, melodies and accompaniments. • Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. • Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. • Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.

	Inspirational People	Sacred Texts/Christmas	Symbols	Forgiveness/Easter	Ceremonies	Worship and Beliefs in action
R.E.	Who was Guru Nanak? What is the Khanda symbol?	Who was the last Guru? Why and how is respect shown to the Guru Granth Sahib? Why is Jesus a gift from God to the world?	What are the 5 K's? What symbol would I design to show a belief of my own?	What can we learn about forgiveness through religious stories and the actions of Jesus?	What ceremonies mark milestones in life, particularly growing up and taking responsibility?	How is equality and caring for others shown through worship and actions?

	Health and Wellbeing	Relationships	Living in the wider world
P.S.H.E. & C. (Non-statutory)	<p>I can explain terms, 'risk', 'danger' and 'hazard'</p> <p>I can explain about risks in our locality and talk about how to manage them (including road safety y3)</p> <p>I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals.</p>	<p>I can recognise a wide range of feelings in others and respond appropriately.</p> <p>I know what to do if I am a witness of bullying.</p> <p>I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.</p> <p>I can protect myself against Cyber Bullying.</p> <p>I can recognise and challenge stereotypes.</p> <p>I have deepened my understanding of good and not so good feelings.</p>	<p>I know what charities are for and how they can help others</p> <p>I know what religious and ethnic identities live throughout the UK</p> <p>I am aware of a range of different environmental concerns, both locally (y3) and globally (y4)</p> <p>I am able to research, discuss and debate issues related to the environment</p>

P.E.

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

MFL

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred () content above will not be applicable to ancient languages.*