



Landkey Community Primary Academy  
 Medium Term Planning: Year Three Autumn Term 2

<p><b>Key Questions</b></p> <p>Who were the first people to live in Britain and how did they survive?</p> <p>How are fossils created?</p>		<p><b>Broadening minds/horizons</b></p> <p>Visit in-person or via videos to Lyme Regis and take part in a fossil hunt and talk about Mary Anning.</p> <p>Hire a resources box from Barnstaple Museum.</p> <p>Simulate fossils being made with sand etc.</p>									
<p><b>Key Texts</b></p> <p>How to Wash a Woolly Mammoth          Stone Age Boy          Stone Girl, Bone Girl          The Pebble in My Pocket          The Street Beneath My Feet</p>											
<p><b>Oracy Skills:</b></p> <table border="1"> <thead> <tr> <th> Physical</th> <th> Linguistic</th> <th> Cognitive</th> <th> Social &amp; Emotional</th> </tr> </thead> <tbody> <tr> <td>Considers position and posture when addressing an audience.</td> <td>To use specialist vocabulary.</td> <td>To reflect on discussions and identify how to improve.</td> <td>To speak with confidence in front of an audience.</td> </tr> </tbody> </table>				 Physical	 Linguistic	 Cognitive	 Social & Emotional	Considers position and posture when addressing an audience.	To use specialist vocabulary.	To reflect on discussions and identify how to improve.	To speak with confidence in front of an audience.
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### SCIENCE – Plants – Longitudinal study - Evidence of life cycles 1 week

#### Key Concepts:

Many plants have an annual cycle – having buds, flowers, seeds/berries at certain times in the year. Pupils should therefore visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. This evidence can then be reviewed at the end of the year to exemplify a range of plants' life cycles.

#### Learning Opportunities:

Explore the school ground looking for buds, flowers, berries/fruits and seeds. Make observational drawing of any found and use classification keys to name plants. Foster discussions about prior knowledge linked to life cycles and their recognition of plant/tree types.

### SCIENCE Rocks

#### Prior Learning

- Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)

#### Key Concepts:

Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.

Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.

Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are

#### Key Vocabulary:

Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil



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formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

#### Skills:

**Questioning:** Use straightforward scientific evidence to answer questions or to support their findings.

Explain the purpose of a variety of scientific or technological developments.

Ask relevant questions based on the prior understanding of scientific fair tests and enquiries.

**Planning:** plan to use straightforward evidence to answer questions or to support their findings and give reasons for their approach.

Select appropriate equipment of information sources to address specific questions or ideas under investigation.

**Prediction:** Make their own predictions based on what they know.

**Observation:** Beginning to make systematic and careful observations.

Explain what they have observed in experiments or investigations, linking cause and effect using key scientific vocabulary.

#### Knowledge:

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.

#### Learning opportunities:

- Observe rocks closely.
- Classify rocks in a range of ways, based on their appearance.
- Devise a test to investigate the hardness of a range of rocks.
- Devise a test to investigate how much water different rocks absorb.
- Observe how rocks change over time e.g. gravestones or old building.
- Research using secondary sources how fossils are formed.
- Observe soils closely.
- Classify soils in a range of ways based on their appearance.
- Devise a test to investigate the water retention of soils.
- Observe how soil can be separated through sedimentation.
- Research the work of Mary Anning.
- Can classify rocks in a range of different ways, using appropriate vocabulary
- Can devise tests to explore the properties of rocks and use data to rank the rocks
- Can link rocks changing over time with their properties e.g. soft rocks get worn away more easily
- Can present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, stop-go animation etc.
- Can identify plant/animal matter and rocks in samples of soil
- Can devise a test to explore the water retention of soils



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Enquiry types:					
Identifying and Classifying	Comparative Testing	Fair Testing	Pattern Seeking	Research	Observation over time
Can you use the identification key to find out the name of each of the rocks in your collection?	How does adding different amounts of sand to soil affect how quickly water drains through it?	Which soil absorbs the most water?	Is there a pattern in where we find volcanos on planet Earth? *Summer Term*	Who was Mary Anning and what did she discover?	How does tumbling change a rock over time?  What happens when water keeps dripping on a sandcastle?
<b>HISTORY - Stone Age to Iron Age</b>					
<b>Prior Learning</b> None					
<p><b>Key Concepts:</b> <i>Changes in Britain from the Stone Age to the Iron Age</i>  <i>(Look specifically at changes in settlements, farming and tools)</i></p> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Establish clear narratives within periods of history</li> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul> <p><b>Continuity &amp; Change</b></p> <ul style="list-style-type: none"> <li>Understand what change is and give examples from different time periods</li> <li>Begin to make connections between main events, situations and changes within and across different periods/societies</li> </ul> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>Identify and explain similarities/differences to compare culture at different times</li> </ul> <p><b>Reliability</b></p> <ul style="list-style-type: none"> <li>Explore a range of sources and come up with reasons why one might be more reliable than another</li> </ul>			<p><b>Key vocab</b></p> <p>Palaeolithic (old)          Mesolithic (middle)          Neolithic (new)          Stone age          Iron age          Bronze age          Prehistory          BC /AD          Nomad          Hunter / gatherer Settlement          Roundhouse          Artefact          Archaeologist          Tools: hand axe, bow and arrow, club, spear</p>		



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### Skills:

- Develop their own line of enquiry/ interests they want to find out more about within a historical period
- Prediction based on their own knowledge or prior learning
- Plan and organise how they will carry out their enquiry
- Directly finding and selecting the most relevant sources that will be able to justify their answer
- Suggest reasons why their prediction may or may not be right
- Organise and explain the evidence that they've found and present it clearly with reasons for their views
- Presents findings about past using speaking, writing, ICT, drawing skills, drama and maths (data handling)
- Uses dates and terms correctly
- Discusses most appropriate way to present information, realising that it is for an audience
- Uses subject specific words such as monarch, settlement, invader.
- Develop their own line of enquiry/interests they want to find out more about within a historical period

### Knowledge

- Know that pre-history is 10,000 years
- Understand what Britain was like after the first Ice Age and how few people lived in Britain at that time.
- Understand how early humans clothed and fed themselves, and why they were nomadic hunter gatherers
- Know the impact of new European migrants who brought animals and crops and the effect these had on settlements
- Consider that most of our evidence for the prehistory comes from archaeology and archaeologists disagree with each other
- Know where bronze comes from and how bronze tools were made

### Learning Opportunities

Make a living timeline to emphasise how long this period was in history. Sequence different events/changes.

Investigate artefacts by asking and answering their own questions. Use senses. Group objects according to time period or use.

Look at different tools and how they changed through the Stone age. Sales pitch on which tool would be best for killing a mammoth.

Compare what changed and what stayed the same between the Mesolithic period (middle stone age) and the Neolithic (new stone age). Debate in different tribal roles whether the changes were good or bad.

Look at Stone Age houses (Skara Brae) and compare with Iron Age and Bronze Age homes – find similarities and differences. Build a model roundhouse



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- Know where iron comes from and how iron tools and weapons were made
- Explain the impact bronze and iron tools had on life at the time.
- Investigate local prehistoric sites and how this shows us about life at the time

Cheddar Man is the oldest skeleton found in Britain. Look at skeleton and reconstruction and discuss what we can learn e.g. good diet, died from blow to the head.

Look at theories on how Stonehenge was built and try and make a model with plasticine or biscuits.

Use maps, photographs and field trips to identify Stone, Bronze and Iron Age features in the local landscape

e.g. Cow Castle Hillfort on Exmoor (a fort believed to be used to defend the community and protect cattle) or Bronze Age Burial Ground at Hartland

Choose an aspect to research and show how life changed (e.g. dress, weapons, transport) to try and answer which period they would have preferred to live in.

### Enquiry (Key) Questions: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

What was new about the 'new' stone age? Who were the first people to live in Britain?

How big a change was it from hunters-gatherers to farmers?

How do we know about life in the past? Why are there different ideas about how people lived in the past?

What was better, bronze or iron?

How did bronze tools change life in Britain?

How did iron tools change life in Britain?

What evidence is there in Devon of a prehistoric community?

**Resources:** Historical Association Scheme (look at enquiry 1 & 2), BBC class clips (animations)

<https://historicensland.org.uk/whats-new/news/bronze-age-domestic-life-revealed/> (Life in Bronze Age Britain)

<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-prehistory/>

Local: <https://www.devon.gov.uk/historicenvironment/schools-resources/bronze-age-burial-mounds-on-bursdon-moor-hartland-torridge-devon/> (Bronze Age Burial Ground at Hartland)

**Computing**



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<p><b>Prior Learning</b> Children have used Word processing to format and edit templates. They have used web browsers.</p>	
<p><b>Key Vocabulary:</b> Multimedia, Presentations, Alignment, Amend, Copy, Paste, School network, Devices, Collaborate Appropriate online communication Search tools Appropriate websites Owner</p>	
<p><b>Understanding Technology</b> 3-37 - Talk about how computers on a network can help with sharing files and work. 3-38 - Talk about the difference between physical, wireless and mobile networks.</p>	<p><b>Learning Opportunities:</b> When saving to/using the server discuss how files are shared through the network.</p>
<p><b>Internet:</b> 3-62 - Use a search engine to find information. Start to use the find command. 3-63 – Talk about how search results are ranked. 3-64 – When using a browser know that more than one tab can be opened up at the same time. 3-65 – Realise every website has its own web address. 3-66 – Be aware that many images, audio and video files have copyright on them. 3-67 - Start to consider who wrote information found on the web and how this effects if it can be trusted. 3-68 – Describe the World Wide Web as the part of the Internet that contains websites. 3-69 – Search for images online, know how to copy and paste into a document or download them to the computer for later use in a presentation.</p>	<p><b>Learning Opportunities:</b> Use a browser to search the internet for images to go into a food group table</p>
<p><b>Multimedia</b> 3-70 - Confidently use hyperlinks to the World Wide Web from pre prepared documents. 3-04 - Independently create documents or edit templates for a given purpose. 3-05 - Start to improve work by selecting text and modifying fonts (position, size, colour, style, bold, underline &amp; italic). 3-06 - Use note taking skills from webpages and documents. Decide which information to use in a presentation. Avoiding copying whole sentences.</p>	<p>Insert a table into a Word document, enter a title and headings Fruit &amp; Vegetables, Dairy and Proteins. Use URL links to websites for information. Use the correct columns to place images and text.</p>



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<p>3-14 - Begin to use columns and tables in documents.          3-17 - Move, rotate and resize graphics without losing perspective.          3-19 - Use software to alter sounds and create music.</p>	<p>Experiment with Audio Pitch &amp; Shift, alter sounds that can be loaded from templates.</p>
<p><b>Enquiry (key) questions:</b>          How do we share files in school?          What can I find out using a search engine?</p>	
<p><b>ART</b></p>	
<p>Prior learning          use of a sketchbook to try out ideas, and reflect exploration of colour mixing secondary colours, shades and tones look at the relationship between primary and secondary colours and apply colour mixing in a project experiment with tools and techniques e.g. layering, scraping, mixed media explore painting on different surfaces e.g.fabric, paint working on different scales</p>	
<p><b>Key Concepts:</b>          Colour, tone, texture, line          A range of tones can be made by adding increasing amounts of a dark colour to a light colour.</p>	
<p>Close observation of the figure, in particular the face - how can we make it realistic?          Explore with different effects and textures e.g. blocking in colour, ink washes/brusho and wax resist, thick paint          How to create silhouettes          Know which primary colours make secondary colours and use colour vocabulary to describe e,g, pale blue, indigo          Colour mixing thinking about certain colour ranges and combinations effect the outcome          Paint on different surfaces          Use specific tools for a purpose,          Try different effects</p>	
<p><b>Knowledge</b>          Primary colours- red, blue, yellow.          Secondary colours produced by mixing two primary colours in equal proportions- blue + yellow =green,</p>	<p>Mix secondary colours and shades and tones and discuss certain colour ranges and combinations          Look at a colour wheel and discuss what they notice          Use different tools to change the effect e.g. thick paint, washes of colour and paint on different surfaces e.g. foil, wood          Work on a range of scales (including miniature paintings) and talk about the differences in tools</p>



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blue + red = purple,  
yellow + red = orange.

needed e.g. thin brush for a small picture  
Draw and paint close up areas of a body e.g. face  
Use of black in a silhouette using ink or charcoal

## MUSIC

**Prior learning** (KS1 NC objectives) Play tuned and untuned instruments musically, listen with concentration and understanding to a range of live and recorded music, experiment with, create, select and combine sounds using the interrelated dimensions of music (pulse, rhythm, pitch, dynamics at KS1)

### Key Concepts / Key Vocabulary

Style of music – African  
Bass, tone, slap

Pulse - the steady beat

Rhythm - combination of long and short sounds to make patterns

Pitch - range of high and low sounds

Dynamics - how loud or quiet the music is

Tempo - how fast or slow the music is

Structure - how sections are ordered to make the whole piece



### Skills & Knowledge:

#### Musicianship (Understanding music)

Use body percussion, instruments and voices.

In the time signatures of: 2/4, 3/4 and 4/4.

Find and keep a steady beat.

Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.

### Learning Opportunities:

See Charanga Djembe scheme of work

Each lesson could follow this sequence:

1. **Intro/context video** - to help children focus on musical aspects, context and cultural importance of music being played.



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### **Listening (Respond/analyse)**

Share your thoughts and feelings about the music together.

Find the beat or groove of the music.

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Invent different actions to move in time with the music.

Talk about what the song or piece of music means.

Identify some instruments you can hear playing.

Talk about the style of the music.

### **Notation**

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Identify and understand the differences between crotchets and paired quavers.

Apply spoken word to rhythms, understanding how to link each syllable to one musical note

### **Creating (Improvising)**

Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.

Compose over a simple groove.

Compose over a drone.

Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.

### **Creating (Composing)**

Create music and/or sound effects in response to music and video stimulus.

Compose over a simple groove.

Compose over a drone.

Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.

Use simple dynamics.

2. **Warm up** - focus on correct posture and playing position, how to play different tones.
3. **Repeat after me** - exercises increasing in difficulty focus listening skills and rhythmic accuracy. Develop improvisation and composition with children leading the group with their own rhythm.
4. **Pieces** - Build towards learning one complete piece and composing a complete piece.
5. **Call & response** - Four rhythm patterns supported by mnemonics. Once familiar, they can be used in pieces and pupils should be encouraged to compose their own.
6. **Review and appraise** - Recap new aspects into a piece, listening to examples and review progress. Agree on areas for the following lesson.

Ideally the group will have an opportunity to perform the pieces they have learned together to an audience of pupils, parents or both. Depending on what has been achieved, this may be one, two or three pieces.



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<p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p><b>Performing</b>        Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.        Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p>	
<p><b>Enquiry (Key) Questions:</b>        What does music tells us about the world?</p>	
<p><b>PE</b></p>	
<p><b>Prior Learning:</b>        Year 2 Social Unit level 1 &amp; 2</p>	
<p><b>Skills:</b>  <b>Real PE – Social</b>        Level 2, 3 &amp; 4        I cooperate well with others and give helpful feedback.        I help organise roles and responsibilities and I can guide a small group through a task.        I show patience and support others, listening well to them about our work.        I am happy to show and tell them about my ideas.        I can help praise and encourage others in their learning.  <i>Dynamic balance to agility (FUNS 6)      Static balance (FUNS 2)</i></p> <p>Real Dance - <b>Cognitive</b> (recap prior learning)        Shape solo        Circles solo        Partnering shapes        Partnering circles</p>	<p><b>Application of skills</b></p> <p>Real PE - <b>Social</b></p> <p>Stepping Stones Crossing        Stepping Stones        Develop Combinations (cooperative)        Follow the Leader</p> <p>Real Dance - <b>Cognitive</b> (recap prior learning)        Dance shapers        Turning, jumping, moving        Dancing together is twice as fun        You turn me round        Silky smooth, circle smooth</p>



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Artistry Abstraction Artistry (Making)	The show must go on
<b>RE</b>	
<b>Prior Learning:</b> What do Christians learn from the Creation Story?	
<b>Key Concepts:</b> People of God	
<b>Skills and Knowledge</b> <b>Make sense of beliefs:</b> Make clear links between the story of Noah and the idea of covenant. <b>Understand the impact:</b> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <b>Make connections:</b> Make links between the story of Noah and how we live in school and the wider world.	
<b>Enquiry (Key) Question:</b> L2.2 – What is it like for someone to follow God?	
<b>PSHE</b>	
<b>Prior Learning:</b> The pupils talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	
<b>Conceptual Understanding</b> <b>Celebrating differences-</b> Discuss gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about	<b>Key Vocabulary:</b> Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.



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<p>similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>		
<p><b>Skills:</b>          Be able to show appreciation for their families, parents and carers          Use the 'Solve it together' technique to calm and resolve conflicts with friends and family          Empathise with people who are bullied          Employ skills to support someone who is bullied          Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary          Be able to recognise, accept and give compliments          Recognise feeling</p>		
<p><b>Knowledge:</b>          Know why families are important          Know that everybody's family is different          Know that sometimes family members don't get along and some reasons for this          Know that conflict is a normal part of relationships          Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do          Know that some words are used in hurtful ways and that this can have consequences</p>	<p><b>Learning Opportunities:</b>          In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they took about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>	
<p><b>GLOBAL LEARNING</b></p>		
<p><b>Prior Learning:</b>          Social justice and inequality</p>		
<p><b>Key Concepts</b>          Fairness</p>	<p><b>Key Vocabulary:</b>          Fairness – equality – inequality - gender – poverty -prejudice</p>	
<p><b>Skills</b>          • adapt behaviour to take into account feelings of others</p>		



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- empathise with people in local and more distant contexts
- understand impacts of prejudice and discrimination

#### **Knowledge**

- how fairness may not always mean equal treatment
- some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels

#### **Learning Opportunities**

*Links to PSHE above*

#### **Enquiry (Key) Questions:**

What does equality mean?

### **FRENCH**

**Prior Learning:** Greetings, 123, classroom instructions, Paris and it's landmarks

#### **Key Concepts:**

Language  
Communication including listening  
Intercultural Understanding  
Cognate  
Grammatical similarities and differences  
Punctuation  
Intonation  
Translation

#### **Key Vocabulary:**

le Royaume-Uni - the UK  
la Grande Bretagne - Great Britain  
l'Angleterre - England  
l'Écosse - Scotland  
l'Irlande du Nord - Northern Ireland  
le Pays de Galles - Wales  
Belfast - Belfast  
Cardiff - Cardiff  
Édimbourg - Edinburgh  
Londres - London  
Quelle est la capitale de...? - What is the capital of... ?  
C'est + noun - It's...  
C'est + noun? - Is it... ?  
oui - yes  
non - no  
zéro - 0  
quatre - 4



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	cinq - 5 six - 6
<b>Skills:</b> Speaking and listening <ul style="list-style-type: none"><li>● Recognise a familiar question and respond with a simple rehearsed response</li><li>● Asking a question</li></ul> Reading and Writing <ul style="list-style-type: none"><li>● Read and show understanding of familiar single words and phrases</li><li>● Write and say simple familiar words to describe people, places, things and actions using a model</li></ul> Grammar <ul style="list-style-type: none"><li>● Name, identify and use parts of speech (noun)</li></ul> Translation <ul style="list-style-type: none"><li>● Know that we translate ideas, not words (one language is not a copy of another) e.g. How old are you? Tu as quel âge?</li></ul> Spelling <ul style="list-style-type: none"><li>● Spell certain words</li><li>● Know that personal names and place names begin with a capital letter</li></ul> Phonics and pronunciation <ul style="list-style-type: none"><li>● Know that the final consonant in a word is almost always silent, e.g. Paris</li></ul> Language Learning skills <ul style="list-style-type: none"><li>● Listen carefully and try to copy pronunciation</li><li>● Identify and use strategies for memorising new vocabulary</li><li>● Use images or speaking frames</li></ul> Dictionary skills <ul style="list-style-type: none"><li>● Know what a bilingual dictionary is</li><li>● Know what a headword is</li><li>● Know that headwords appear in alphabetical order</li></ul>	
<b>Knowledge:</b> <ul style="list-style-type: none"><li>● Learn countries and capitals of UK</li><li>● Respond when my teachers says 'Montrez-moi'</li><li>● Ask and answer questions about capital cities in UK and France</li><li>● Understand the importance of intonation</li></ul>	<b>Learning Opportunities:</b> <b>See Niveau Bleu Module 2</b>  Activities could include:



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- Respond with Oui/Non
- Count 0-6
- Spell countries and capitals
- Begin to use a bilingual dictionary
- Final consonant at the end of a French word is usually silent
- Story: Non, Non, Non
- Finger Rhyme: Mets ton nez la!
- Song: Mon Beau Sapin

- Play musical statues to recap classroom greetings
- Rehearse 1-2-3
- Use "*Montrez-moi!*" (show me) and children hold up fingers to show numbers
- Use Mexican wave to practise numbers 0-6
- Use map to identify countries of GB
- Use a ball to echo new language
- Play *Répétez si c'est vrai* using number cards
- Practise using a bilingual dictionary
- Put capital cities into alphabetical order
- Ask children to respond to a question with *C'est...*
- Visit live webcams in Paris and UK capital cities
- Play *Jacques a dit* (Simon says) to recap classroom instructions
- Use facial expressions or gestures to practise *oui* and *non*
- Use cuddly toys / puppets when practising conversations