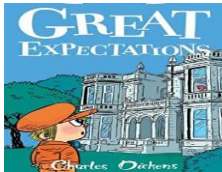
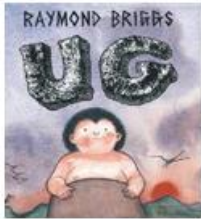
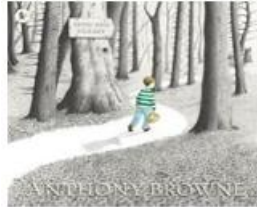
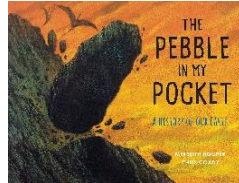




St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



English					
Marvellous Medway		God's Endangered World		Events that Shaped the World	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PoR: Great Expectations  Writing Opportunities, purpose and genre coverage: Writing to entertain ➤ Setting ➤ Description Writing to inform ➤ Diary Entry	PoR: The Last Garden  Writing Opportunities, purpose and genre coverage: Writing to entertain ➤ Poetry ➤ Performance Writing to inform ➤ Recount Writing to persuade ➤ Poster	PoR: Ug: Boy Genius of the Stone Age  Writing Opportunities, purpose and genre coverage: Writing to inform ➤ Diary Entry Writing to entertain ➤ Comic writing Writing to persuade ➤ Debate/ Advertisement	PoR: Into the Forest  Writing Opportunities, purpose and genre coverage: Writing to inform ➤ Recount Writing to entertain ➤ Narrative Writing to persuade ➤ Persuasive letter	PoR: The Pebble in my pocket  Writing Opportunities, purpose and genre coverage: Writing to entertain ➤ Narrative Writing to inform ➤ Non-Chronological Report	PoR: The Iron Man  Writing Opportunities, purpose and genre coverage: Writing to inform ➤ Instruction writing ➤ Newspaper article Writing to entertain ➤ Narrative
Spelling					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



- ✓ Adding suffixes beginning with vowel letters to words of more than one syllable
- ✓ The /ɪ/ sound spelt y elsewhere than at the end of words
- ✓ The /u/ sound spelt ou
- ✓ More prefixes
- ✓ The suffix –ation
- ✓ The suffix –ly
- ✓ The suffix –ous
- ✓ Endings which sound like /ue/, spelt –tion, –sion, –ssion, –cian
- ✓ Words with the /k/ sound spelt ch (Greek in origin)
- ✓ Words with the /ʃ/ sound spelt ch (mostly French in origin)
- ✓ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
- ✓ Words with the /s/ sound spelt sc (Latin in origin)
- ✓ Words with the /eɪ/ sound spelt ei, eigh, or ey
- ✓ Possessive apostrophe with plural words
- ✓ Homophones and near-homophones
- ✓ Common exception words

Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Writing –transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Pupils should be taught to:



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Writing - composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in indicate grammatical and other features by:
- using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Reading

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an 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
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding
- 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 1 paragraph and summarising
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



- 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

Maths					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number & Place Value ➤ Hundreds ➤ Represent numbers to 1,000 ➤ Partition numbers to 1,000 ➤ Flexible partitioning of numbers to 1,000 ➤ Hundreds, tens and ones ➤ Find 1, 10 or 100 more or less ➤ Number line to 1,000 ➤ Estimate on a number line to 1,000	Addition and Subtraction ➤ Add 2-digit and 3-digit numbers ➤ Subtract a 2-digit number from a 3-digit number ➤ Written methods ➤ Mental methods ➤ Complements to 100 ➤ Estimate answers ➤ Inverse operations Multiplication and Division	Multiplication and Division ➤ Comparing statements ➤ Related statements ➤ Multiply 2 - digits by 1 digit ➤ Divide 2-digits by 1-digit ➤ Scaling ➤ Written methods Length & Perimeter ➤ Measure length ➤ Equivalent lengths- m &cm ➤ Equivalent lengths- mm &cm	Fractions ➤ Make equal parts ➤ Recognise a half and find a half ➤ Recognise a quarter and find a quarter ➤ Recognise a third and find a third ➤ Unit fractions ➤ Non- unit fractions ➤ Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ ➤ Count in fractions Money	Time ➤ O'clock and half past ➤ Quarter past and quarter to ➤ Telling the time to 5 minutes ➤ Telling the time to the minute ➤ Using pm and am ➤ 24- hour clock ➤ Finding and comparing duration ➤ Measuring time in seconds Fractions	Mass & Capacity ➤ Measure mass ➤ Compare mass ➤ Add and subtract mass ➤ Compare volume ➤ Measure and compare capacity ➤ Add and subtract capacity ➤ Temperature Statistic ➤ Make tally charts ➤ Draw pictograms ➤ Bar charts ➤ Tables



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



➤ Compare numbers to 1,000 ➤ Order numbers to 1,000 ➤ Count in 50s within 1000	➤ Multiplication – equal groups ➤ Use arrays ➤ Multiples of 2, 5 and 10 ➤ Sharing and grouping ➤ Written methods ➤ Times tables by 3, 4 and 8 ➤ Multiply and divide by 3,4 and 8	➤ Compare lengths ➤ Add length ➤ Subtract length ➤ Measure perimeter ➤ Calculate perimeter	➤ Count in pence and pounds ➤ Convert pounds and pence ➤ Add money ➤ Subtract money ➤ Give change Properties of Shape ➤ Recognise and discuss 2-D shapes ➤ Recognise and discuss 3-D shapes ➤ Make 3-D shapes ➤ Angles in shapes ➤ Compare angles	➤ Tenths and count in tenths ➤ Tenths as decimals ➤ Fractions on a number line ➤ Fractions of a set of objects ➤ Equivalent fractions ➤ Compare and order fractions ➤ Add and subtract fractions	
Science					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Light ➤ recognise that they need light in order to see	Plants ➤ identify and describe the functions of different parts	Humans & Animals ➤ identify that animal, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat		Rocks and Soil ➤ compare and group together different kinds of rocks on the	Forces and Magnets ➤ compare how things move on different surfaces



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



things and that dark is the absence of light ➤ notice that light is reflected from surfaces ➤ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ➤ recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of	of flowering plants: roots, stem/trunk, leaves and flowers ➤ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ➤ investigate the way in which water is transported within plants ➤ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation	➤ identify that some animals have skeletons and muscles for support, protection and movement ➤ introduce the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	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	➤ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance ➤ observe how magnets attract or repel each other and attract some materials and not others ➤ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ➤ describe magnets as having 2 poles
---	---	--	---	--



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



shadows change	and seed dispersal				predict whether 2 magnets will attract or repel each other, depending on which poles are facing
RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and Encounter
History and Geography					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Local History Study (Focus on Army Barracks and Fort Amhurst- link to French Revolution) <u>HISTORY:</u> ➤ Describe a local history study – How were the Naval barracks and Army barracks important to Medway throughout history? What was their purpose? When they were they built? By who? What time period? ➤ Provide an account of a historical event based on more than one source - decide which sources are best and why? ➤ provide an account based on two sources. - objects, fictional accounts, illustrations, photos, films, songs, museum displays		Stone Age- Iron Age <u>HISTORY:</u> ➤ Describe changes in Britain from the Stone Age to the Iron Age ➤ Provide an account of a historical event based on more than one source ➤ decide which sources are best and why? ➤ provide an account based on two sources: objects, fictional accounts, illustrations, photos, films, songs, museum displays ➤ Order historical events learned so far with reference to chronological order.		Ancient Egypt <u>HISTORY:</u> ➤ Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ➤ Use evidence to support arguments ➤ Place some historical periods in a chronological framework ➤ Use historic terms related to the period of study	



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



➤ order historical events learned so far with reference to chronological order. compare sources and how they are different ➤ Use evidence to support arguments. ➤ Give some reasons for some important historical events ➤ Place some historical periods in a chronological framework ➤ Use historic terms related to the period of study ➤ Use dates to order and place events on a timeline ➤ Use sources of information in ways that go beyond simple observations to answer questions about the past ➤ Use a variety of resources to find out about aspects of life in the past - Compare sources of information available for the study of different times in the past ➤ Make confident use of a variety of sources for independent research ➤ Understand that sources can contradict each other ➤ Make comparisons between aspects of periods of history and the present day ➤ Understand that the type of information available depends on the period of time studied	➤ Compare sources and how they are different. ➤ Use evidence to support arguments. ➤ Use an increasing range of common words and phrases relating to the passing of time. ➤ Place some historical periods in a chronological framework. ➤ Use historic terms related to the period of study. ➤ Use dates to order and place events on a timeline. ➤ Use sources of information in ways that go beyond simple observations to answer questions about the past. ➤ Use a variety of resources to find out about aspects of life in the past. ➤ Compare sources of information available for the study of different times in the past ➤ Make confident use of a variety of sources for independent research ➤ Understand that sources can contradict each other ➤ Make comparisons between aspects of periods of history and the present day	➤ Use dates to order and place events on a timeline ➤ Compare sources of information available for the study of different times in the past ➤ Use a variety of resources to find out about aspects of life in the past ➤ Make comparisons between aspects of periods of history and the present day ➤ Understand that the type of information available depends on the period of time studied <u>GEOGRAPHY:</u> ➤ Explore weather patterns around parts of the world ➤ Know how rivers erode, transport and deposit materials (link to Nile) ➤ Understand and use a widening range of geographical terms e.g. specific topic vocabulary ➤ meander, floodplain, location, industry, transport, settlement, water cycle etc (link to Nile) ➤ Use fieldwork instruments e.g. camera, rain gauge
--	--	--



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



➤ Evaluate the usefulness of a variety of sources ➤ Describe a local history study <u>GEORGRAPHY:</u> ➤ Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (link to barracks/why they were set up the way they were to protect). ➤ 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 ➤ Explore weather patterns around parts of the world UK focus ➤ Identify where counties are within the UK and the key topographical features. ➤ Know how rivers erode, transport and deposit materials (link to Fort Amherst and how it was built to defend Chatham Dockyard) ➤ Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain,	➤ Understand that the type of information available depends on the period of time studied ➤ Evaluate the usefulness of a variety of sources <u>GEORGRAPHY:</u> ➤ Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. ➤ Recognise there are similarities and differences between places ➤ Understand why there are similarities and differences between places ➤ Explore weather patterns around parts of the world ➤ Human and physical geography ➤ Use of fieldwork	➤ Understand and use a widening range of geographical terms e.g. specific topic vocabulary ➤ urban, rural, land use, sustainability, tributary, trade links etc. ➤ Recognise the different shapes of countries (compare UK, America with other places in the world.) ➤ Recognise there are similarities and differences between places ➤ Understand why there are similarities and differences between places ➤ Understand and use a widening range of geographical terms e.g. specific topic vocabulary - Urban, rural, land use, sustainability, tributary, trade links etc ➤ Human and physical geography ➤ Use of fieldwork
---	--	---



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



location, industry, transport, settlement, water cycle etc ➤ Identify physical and human features of the locality ➤ Know about the physical features of coasts and begin to understand erosion and deposition (link to Dover) ➤ Understand and use a widening range of geographical terms e.g, specific topic vocabulary ➤ Urban, rural, land use, sustainability, tributary, trade links etc ➤ Human and physical geography ➤ Use of fieldwork					
The Arts					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art Painting Pointillism techniques using a variety of media Inspired by Yayoi Kusama Music Creating compositions Mountains	Art Textiles Adding detail to work using a variety of yarns and stitches Inspired by Kaffe Fassett DT – Food technology Music Vocal performance skills Singing solo and in an ensemble	Art Collage/Mixed media Developing Photomontage and collage techniques Inspired by Hannah Hoch Music Pentatonic melodies and composition Chinese New Year	Art Drawing Explore shading using different media Inspired by Banksy Music Emotive music Ballads	Art Printing Impressed techniques using printing blocks Inspired by Graham Clark Music Motifs and Rhythms Jazz	DT (Architecture) Creating cross sectional designs, computer aided designs and annotated sketches Inspired by Henry Clutton Music Traditional Instruments and Improvisation India



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dance ➤ I can be respectful of others when watching them perform. ➤ I can provide feedback using key words. ➤ I can repeat, remember and perform a dance phrase. ➤ I can use counts to keep in time with a partner and group. ➤ I can use dynamic and expressive	Football ➤ I can use simple tactics. ➤ I can understand the rules of the game and use them to play honestly and fairly. ➤ I can dribble, pass, receive and shoot the ball with some control. ➤ I can find space away from others and near to my goal. ➤ I can provide feedback using key words. ➤ I can track an opponent to	Gymnastics ➤ I can adapt sequences to suit different types of apparatus. ➤ I can choose actions that flow well into one another. ➤ I can choose and plan sequences of contrasting actions. ➤ I can complete actions with increasing balance and control. ➤ I can move in unison with a partner.	Basketball ➤ I can use simple tactics. ➤ I can understand rules of the game and use them honestly. ➤ I can dribble, pass, receive and shoot the ball with some control. ➤ I can find space away from others and near to my goal. ➤ I can provide feedback using key words. ➤ I can track an opponent to slow them down.	Athletics ➤ I can develop the sprinting technique and improve my personal best. ➤ I can develop changeover techniques in relay events. ➤ I can develop jumping in a range of approaches and take off positions. ➤ I can develop throwing for distance and accuracy. ➤ I can develop officiating and performing skills.	Tennis ➤ I can learn the new rules of the game and use them to play fairly. ➤ I can provide feedback using key words. ➤ I can return a ball to a partner. ➤ I can use basic racket skills. ➤ I understand the aim of the game. ➤ I understand the benefits of exercise. ➤ I can work cooperatively with my group to self-manage games.



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



qualities in relation to an idea. ➤ I can work with a partner and in a small group, sharing ideas. ➤ I can create short dance phrases that communicate the idea.	slow them down. ➤ I understand my role as an attacker and as a defender.	➤ I can provide feedback using key words. ➤ I can use a greater number of my own ideas for movements in response to a task. ➤ I can recognise how performances could be improved.	➤ I understand my role as an attacker and as a defender. ➤ I can work co-operatively with my group to self-manage game		
Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety
Email	Presentations – Microsoft, Apple & Google	Branching Databases (3 lessons) + Micro:bits (3 lessons)	Spreadsheets	Presenting ideas (4 lessons) Coding – - Robot algorithm NCCE L1 and L4	Coding
CW/RSHE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
M1: Unit 3 Session 1/2 What Am I feeling? / What am I looking at?	Theme: <i>Treat others with Love</i> Scripture: <i>Matthew 7:12</i>	M2: Unit 3 Session 1 Sharing online	M2: Unit 4 Session 2 Drugs alcohol and tobacco	PL- assembly- Theme: <i>Mary Our Mother</i> M1: Unit 2	M1: Unit 2 Session 5 Male/Female



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



M1: Unit 2 Session 1 I am unique Theme: Created and loved by God Session 1: We don't have to be the same covered within CW M1: Unit 4 Session 1/2 Life Cycle/ A Time for everything M1: Unit 1 Story sessions Get Up!	M2: Unit 2 Session 1 Family, Friends and Others Theme: <i>Forgiveness</i> Scripture: <i>Proverbs 17:9</i> M2: Unit 2 Session 2 When Things Feel Bad Theme: <i>Compassion for the world</i> Scripture: <i>James 2:14-17</i>	Theme: <i>The best advice</i> Scripture: <i>John 2:1-11</i> M2: Unit 3 Session Chatting online Theme: Jesus feels empathy for others. Scripture: <i>Luke 9:10-17</i> M2: Unit 4 Session 1 Safe in my body	Theme: <i>A time for thinking</i> Scripture: <i>Romans 12:1</i> M2: Unit 4 Session 3 First Aid Heroes Theme: <i>God's Love for the Lost</i> Scripture: <i>Matthew 18:12-14</i> M2: Unit 4 Session 4 First Aid Heroes- guest to visit Theme: <i>The Compassion of Jesus</i> Scripture: <i>Luke 9:10-17</i>	Session 2 Respecting our bodies M1: Unit 2 Session 3 What is puberty? M1: Unit 2 Session 4 Changing bodies	M3: Unit 1 Session 1 Community of love Theme: <i>You are the body of Christ</i> Scripture: <i>1 Corinthians 12:15-27</i> M3: Unit 1 Session 2 What is the Church? M3: Unit 2 Session 1 How do I love others? Theme: <i>You can do anything</i> Scripture: <i>Philippians 4:13</i>
French					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A New Start	Calendar and celebrations	Animals I like and don't like	Carnival and playground games	Fruits and vegetables, Hungry giant	Going on a picnic Aliens in France Language Puzzle
➤ I can pronounce greetings in French.	➤ I can say some colours linked to Autumn	➤ I can say 4 animals in French	➤ I can learn about French traditions and take part in	➤ I can understand and say fruits and	➤ I can name and label food and drink



St. Michael Catholic Primary and Nursery School
Yearly Overview
Year group: Year 3



➤ I can ask and answer about feelings ➤ I can introduce my name in French ➤ I can say some numbers between 1 and 10 ➤ I can recall numbers to 10 ➤ I can say 4 different colours in French	➤ I can understand and say some days of the week in French ➤ I can remember and try to write some days of the week in French ➤ I can learn some months of the year ➤ I can understand, say and try to write some months of the year	➤ I can say and read 4 animals in French ➤ I can say what my favourite animal is ➤ I can recognise some plural nouns for animals ➤ I can understand a simple story	carnival celebrations ➤ I can say and write some numbers between 1 and 15 ➤ I can ask and answer 'how old are you?' ➤ I can take part in a simple dialogue about myself using familiar questions ➤ I can read and write dates in French ➤ I can understand and use Easter-related vocabulary	vegetables nouns ➤ I can count fruits and vegetables in French ➤ I can understand and enjoy a story about fruits and vegetables ➤ I can ask politely for an item ➤ I can remember fruit and vegetable nouns play a board game. ➤ I can write sentences using a model	items to take to a picnic ➤ I can listen to, read and understand a picnic story ➤ I can write phrases to build my own picnic story ➤ I can understand familiar vocabulary and use the phrase 'I live in...' ➤ I can ask the question 'Where do you live?' and understand the answer ➤ I can apply language detective skills to learn another language
--	---	--	---	---	--