












Broadwood Primary School








Year 3

Yearly Overview








	Autumn Term	Spring Term	Summer Term
English (Texts)	<p><u>Stone Age Boy</u> By Satoshi Kitamura.</p> 	<p><u>The King who Banned the Dark</u> By Emily Haworth-Booth</p> 	<p><u>The Great Kapow Tree</u> By Lynne Cherry</p> 
Quotes	<p>'An amazing thing once happened to me.'</p> <p><u>The Pebble in my Pocket: The History of our Earth</u> By Meredith Hooper.</p>  <p>'Every pebble has its own story...'</p>	<p>'From now on the dark will be banished from this land.'</p> <p><u>Soggy Saturday Sandwich</u> By Stuart Reid</p>  <p>'Come on. Own up! Have you ever dropped a whopper in class, and pretended it wasn't you? Yeah, we've all done it.'</p>	<p>"Generations of my ancestors have lived in this tree."</p> <p><u>The Secret Garden</u> By Frances Hodgson Burnett</p>  <p>'If you look the right way, you can see the whole world is a garden.'</p>
Science	<p><u>Forces, Friction and Magnets</u></p> <ol style="list-style-type: none"> 1: What makes it move? 2: How long does a top spin on different surfaces? 3: How well can an object slide on different surfaces? 4: How do magnets affect each other? 5: Which materials are magnetic? 6: How strong are the magnets? 1-6: Knowledge Catcher. <p> Links to DT (Mechanical Systems).</p> <p><u>Rocks</u></p> <ol style="list-style-type: none"> 1: How are rocks different and what rock is this? 	<p><u>Light and Shadows</u></p> <ol style="list-style-type: none"> 1: What do we need to see? 2: Which object is the most reflective? 3: How are shadows made? 4: Is my shadow like me? 5: How can we change the size of a shadow? 1-5: Knowledge Catcher. <p> Links to the Class Text (The King who Banned the Dark).</p> <p><u>Movement and Nutrition for the Human Body</u></p> <ol style="list-style-type: none"> 1: What nutrients do we get from our food? 	<p><u>Plants – Flowering Plants and Plant Growth</u></p> <ol style="list-style-type: none"> 1: What do leaves do? 2: What do roots and stems do? 3: What are the functions of the parts of a flowering plant? 4: What happens if plants do not have enough space? 5: How are plants different? 1-5: Knowledge Catcher. <p> Links to the Class Text (The Secret Garden).</p> <p><u>Plants – Flowering Plants Life Cycle</u></p> <ol style="list-style-type: none"> 1: What is inside a flower? 2: What is animal pollination?









	<p>2: What are rocks used for? 3: How are soils different? 4: Which solids hold water? 5: What is this fossil? 6: Who was Mary Anning and how did she become a paleontologist? 1-6: Knowledge Catcher.</p> <p> Links to Class Text (The Pebble in my Pocket) and Geography (Mountains, Volcanoes and Earthquakes).</p> <p> Visit to Scotswood Garden.</p>	<p>2: Which nutrients are in school midday meals? 3: What is in a human skeleton? 4: How do muscles help humans to move? 5: How are vertebrate and invertebrate bodies supported? 6: How are human skeletons different to other vertebrates? 1-6: Knowledge Catcher.</p>	<p>3: What is wind pollination? 4: What are fruits? 5: How are seeds dispersed? 1-5: Knowledge Catcher.</p> <p> Visit to Scotswood Garden.</p>
<p>History</p> <p></p> <p>Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.</p>	<p><u>Prehistoric Britain</u></p> <p>What were the major differences between the eras of the stone age?</p> <p>1: What was life like during the Ice Age? 2: What tools did early humans use? 3: What was life like in a Stone Age settlement? 4: Why was bronze used for tools and weapons? 5: What can we learn from Skara Brae and other Stone Age sites? 6: Unit Checkout - What were the major differences between the eras of the stone age?</p> <p> Links to Class Text (Stone Age Boy) and Art (Prehistoric Art).</p> <p> Visit to Scotswood Garden.</p>	<p><u>Shang Dynasty</u></p> <p>What do we know about the Shang Dynasty?</p> <p>1: How did the Shang Dynasty begin? 2: Who was Fu Hao, and how do we know about her? 3: How did the Shang Dynasty end? 4: How did the Shang Dynasty create and use Chinese writing? 5: What was life like for people in the Shang Dynasty? 6: Unit Checkout - What do we know about the Shang Dynasty?</p>	<p><u>Ancient Greece</u></p> <p>Which ideas from the Ancient Greece have lasted until today?</p> <p>1: What do we know about Ancient Greece? 2: What did the Ancient Greeks believe? 3: Who was Alexander the Great? 4: How has Ancient Greece influenced our lives? 5: How equal was society in Ancient Greece? 6: Unit Checkout - Which ideas from Ancient Greece have lasted until today?</p>
<p>Geography</p>	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p>Imagine you were in charge of a town. How would you plan for a volcanic eruption?</p> <p>1: What is the Earth made of? 2: How are mountains and volcanoes formed? 3: How do earthquakes and volcanic eruptions happen? 4: What are the effects of earthquakes and volcanic eruptions? 5: Do the benefits of living near a volcano outweigh the</p>	<p><u>Villages, Towns and Cities</u></p> <p>‘There are more advantages to living in the city than disadvantages.’ Do you agree?</p> <p>1: Where do people live? 2: What affects where people live? 3: How do human settlements differ? 4: What makes up a city? 5: Can you design your own settlement? 6: Unit Checkout – ‘There are more advantages to living in</p>	<p><u>Water and Weather</u></p> <p>Why does it rain?</p> <p>1: Where is Earth’s water? 2: Why does it rain? 3: Why do we have seasons? 4: What is the weather forecast? 5: Why is the weather in the UK unpredictable? 6: Unit Checkout – Why does it rain?</p>

	<p>risks?</p> <p>6: Unit Checkout – Imagine you were in charge of a town. How would you plan for a volcanic eruption?</p> <p> Links to Class Text (Pebble in my Pocket) and Science (Rocks).</p>	<p>the city than disadvantages.’ Do you agree?</p> <p> Links to PSHE (Melva – Scratchie Town).</p>	<p> Cap-a-Pie’s Climate Change Catastrophe.</p>
Computing	<p><u>Computing systems and networks – Networks</u></p> <p>1: What is a Network? 2: A File’s Journey 3: How a Website Works 4: Routers 5: What is Packet Data 6: E-Safety L1 – Beliefs, Opinions and Facts on the Internet.</p> <p><u>Programming – Scratch</u></p> <p>1: Tinkering with Scratch 2: Using Loops 3: Making an Animation 4: Storytelling 5: Programming a Game 6: E-Safety L2 – Who Should I Ask?</p>	<p><u>Computing systems and networks – Emailing</u></p> <p>1: Communicating with Technology 2: Sending an Email 3: Adding Attachments 4: Be Kind Online 5: Fake Emails 6: E-Safety L3 – When Being Online Makes me Upset</p> <p><u>Video Trailer – iPads</u></p> <p>1: Planning a Book Trailer 2: Filming 3: Editing the Trailer 4: Transitions and Text 5: Video Reviews</p> <p>*E-safety lesson taught in PSHE in Spring 2 *E-safety L4 to be taught in Spring 2 if Summer 1 is a shorter term.</p>	<p><u>Data Handling – Comparison Cards Databases</u></p> <p>1: Records, Fields and Data 2: Race Against the Computer 3: Sorting and Filtering 4: Representing Data 5: Planning a Holiday 6: E-Safety L4 – Sharing of Information</p> <p><u>Programming – Events and actions (Teach Computing)</u></p> <p>1: Moving a Sprite 2: Maze Movement 3: Drawing Lines 4: Adding Features 5: Debugging Movement 6: Making a Project 7: E-Safety L5 – Rules of Social Media Platforms</p>
PSHE	<p><u>Me and My Relationships</u></p> <p>1: As a rule (<i>Explore why rules are different for different age groups, in particular for internet-based activities</i>) 2: Looking after our special people (<i>Identify people who they have a special relationship with</i>) 3: How can we solve this problem? (<i>Demonstrate simple strategies for resolving given conflict situations</i>) 4: Tangram team challenge (<i>Define and demonstrate cooperation and collaboration</i>) 5: Friends are special (<i>Rehearse and use, now or in the future, skills for making up again</i>) 6: Thunks (<i>Express opinions and listen to those of others</i>) 7: Dan’s dare (<i>Understand that no-one has the right to force them to do a dare</i>) 8: My special pet (<i>Explain some of the feelings someone might have when they lose something important to them</i>)</p>	<p><u>Melva – Scratchie Town</u></p> <p>1: Unit Check-in: Melva Pre-Assessment 1: To initiate discussion about wellbeing and the different things that can affect it. 2: Introduce and explore the concept of building resilience 3: To discover how doing kind things for other people actually helps us to feel good too 4: To recognise at least one significant person in our lives who helps us feel better and who we can talk to about our worries 5: To learn ways of responding when someone is unkind to us that don’t harm ourselves or anyone else 6: To understand that physical activity is also important for our emotional and mental health 7: To learn practical mindfulness activities to help us manage big emotions and stop us feeling overwhelmed 8: To devise a personal daily wellbeing plan to support us after completing this programme. 8: Unit Checkout: Melva Post-Assessment</p>	<p><u>Being my Best</u></p> <p>1: Alcohol and cigarettes: the facts (<i>Identify some key risks from and effects of cigarettes and alcohol</i>) 2: Derek cooks dinner! (healthy eating) (<i>Explain what is meant by the term 'balanced diet'</i>) 3: Body teamwork (<i>Name major internal body parts</i>) 4: For or against? (<i>Empathise with different view points</i>) 5: I am fantastic! (<i>Identify their achievements and areas of development</i>) 6: Top talents (<i>Recognise their own skills and those of other children in the class</i>) 7: Getting on with your nerves (<i>Demonstrate how working together in a collaborative manner can help everyone to achieve success</i>)</p> <p><u>Growing and Changing</u></p> <p>1: Relationship Tree (<i>Identify different types of relationships</i>) 2: Body space (<i>Identify when it is appropriate or</i></p>

	<p><u>Valuing Difference</u></p> <p>1: Respect and challenge (<i>Give examples of how to challenge another's viewpoint, respectfully</i>)</p> <p>2: Family and friends (<i>Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships.'</i>)</p> <p>3: My community (<i>Recognise the benefits that come with belonging to a community</i>)</p> <p>4: Our friends and neighbours (<i>Explain that people living in the UK have different origins</i>)</p> <p>5: Let's celebrate our differences (<i>Recognise that repeated name calling is a form of bullying</i>)</p> <p>6: Zeb (<i>Understand and explain some of the reasons why different people are bullied</i>)</p>	<p> Links to Geography (Villages, Towns and Cities).</p> <p><u>Keeping Myself Safe</u></p> <p>1: Safe or unsafe? (<i>Suggest strategies for keeping safe</i>)</p> <p>2: Danger or risk? (<i>Demonstrate strategies for dealing with a risky situation</i>)</p> <p>3: Help or harm? (<i>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</i>)</p> <p> Links to Computing (E-Safety thread).</p>	<p><i>inappropriate to allow someone into their body space)</i></p> <p>3: None of your business! (<i>Recognise and describe appropriate behaviour</i>)</p> <p>4: Secret or surprise? (<i>Recognise how different surprises and secrets might make them feel</i>)</p> <p>5: My changing body (<i>Puberty</i>)</p> <p>6: Basic first aid</p>
Art	<p><u>Painting and Mixed Media - Prehistoric Art</u></p> <p>1: Exploring prehistoric art</p> <p>2: Charcoal animals</p> <p>3: Prehistoric palette</p> <p>4: Painting on the cave wall</p> <p>5: Hands on a cave wall</p> <p>1-5: Unit Checkout – Knowledge Catcher.</p> <p> Links to Class Text (Stone Age Boy) and History (Prehistoric Britain).</p>	<p><u>Sculpture and 3D - Abstract shape</u></p> <p>1: Structural shapes</p> <p>2: Constructing in 3D</p> <p>3: Seeing space</p> <p>4: Abstract structure</p> <p>5: Surface decoration</p> <p>1-5: Unit Checkout – Knowledge Catcher.</p>	<p><u>Drawing – Growing Artist</u></p> <p>1: See like an artist</p> <p>2: Shading</p> <p>3: Texture pictures</p> <p>4: Botanical drawing</p> <p>5: Abstract flowers</p> <p>1-5: Unit Checkout – Knowledge Catcher.</p>
Design and Technology	<p><u>Mechanical Systems: Pneumatic Toys</u></p> <p>1: Exploring pneumatics</p> <p>2: Designing a pneumatic toy</p> <p>3: Making pneumatic toys</p> <p>4: Decorating and assembling my toy</p> <p>1-4: Unit Checkout - Knowledge Catcher.</p> <p> Links to Science (Forces, Friction and Magnets).</p>	<p><u>Cooking and Nutrition: Eating Seasonally</u></p> <p>1: Chicken rice</p> <p>2: Sausage pasta and pineapple crunch</p> <p>3: Toasties and Eton mess</p> <p>4: Packed wraps</p> <p>5: Burritos</p> <p>5: Unit Checkout – Knowledge Catcher.</p> <p> Delivered as part of the Little Chef Project.</p>	<p><u>Textiles: Cushions</u></p> <p>1: Cross-stitch and applique</p> <p>2: Cushion design</p> <p>3: Decorating my cushion</p> <p>4: Assembling my cushion</p> <p>1-4: Unit Checkout – Knowledge Catcher</p>
<p>Music</p> <p></p> <p>Our Music curriculum is not linked across the</p>	<p><u>I've been to Harlem</u></p> <p>1: Get to know the song.</p> <p>2: Sing I've been to Harlem showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale.</p> <p>3: Progression snapshot 1. Make a video recording of</p>	<p><u>Band in a Box with 'Perri' teacher</u></p> <p>1-6: Lessons to follow Newcastle Music Service Band in a Box programme.</p> <p> Delivered by 'Perri' at Newcastle Music Service.</p>	<p><u>Just Three Notes</u></p> <p>1: Rhythm patterns.</p> <p>2: Just three notes.</p> <p>3: Keep it minimalist</p> <p><u>Samba with Sergio</u></p>

<p>curriculum as it often leads to fragmented musical learning.</p>	<p>children singing. 4: Invent 3-note melodies to accompany I've been to Harlem. 5: Learn cup rhythms to I've been to Harlem. 6: Create and perform a class arrangement of I've been to Harlem.</p> <p><u>Nao chariya de and Mingulay boat song.</u></p> <p>1: Listen to Mingulay boat song and sing Skye boat song. 2: Listen to Nao chariya de and sing Under the lemon tree. 3: Write a school folk song.</p> <p><u>Sound Symmetry</u></p> <p>1: Recognise symmetrical patterns in songs – Dr Knickerbocker. 2: Improvise and sing simple melodies and rhythms. 3: Compose a simple symmetrical song</p>	<p><u>'March' from The Nutcracker</u></p> <p>1: Listening to 'March' from The Nutcracker by Tchaikovsky and interpreting the music through movement and art. 2: Exploring pattern and structure in response to 'March' from The Nutcracker. 3: Demonstrating the structure of rondo form using movement and performance.</p> <p><u>From a Railway Carriage</u></p> <p>1: Create a piece of music using Benjamin Britten's Night mail as a starting point. 2: Compose a piece using a poem and a painting as inspiration. 3: Use word patterns to create a geographical rhythm rap.</p>	<p>1: Introduction to Brazilian carnival, samba, and Sérgio Mendes. 2: Exploring beat with Magalenha. 3: Learning more about Afro-Brazilian music by exploring vocal percussion.</p> <p><u>Fly with the Stars</u></p> <p>1: Get inside the song structure 1. 2: Get inside the song structure 2. 3: Progression snapshot 3. Make a video recording of children singing. 4: Play note rhythms to the verse and chorus following the chord changes in the song. 5: Explore accompaniment ideas. 6: Create a class arrangement of Fly with the stars.</p>
<p>Religious Education</p>	<p><u>What makes us human?</u></p> <p>1: What are world views? 2: What is special about being human? 3: What is a soul and do we all have one? 4: What do some people think makes us human? 5: What is spirituality? 6: What do some Buddhists do to focus on their inner self? 7: Does anyone know what makes us human? 7: Unit Checkout – Knowledge Catcher. What makes us human?</p> <p><u>Where do our morals come from?</u></p> <p>1: How do we know what is right and wrong? 2: What do some Christian and Jewish people believe about right and wrong? 3: How do people remember the rules? 4: Is all religious guidance the same? 5: How do some Buddhists make moral decisions? 6: What helps you make moral decisions? 6: Unit Checkout – Knowledge Catcher. What happens if we do wrong?</p>	<p><u>Is scripture central to religion?</u></p> <p>1: What do some people mean by revelation? 2: What's the difference between a scroll and a book? 3: How is scripture used by some Muslims? 4: How are some scriptures both similar and different? 5: What does the Bible mean to some Christians? 6: How and why are scriptures central to religion? 6: Unit Checkout – Knowledge Catcher. Is scripture central to religion?</p> <p><u>What happens if we do wrong?</u></p> <p>1: Who decides what happens after we do wrong? 2: Why might confession be important after wrongdoing? 3: How do some people seek God's forgiveness? 4: How can wrongdoing affect the soul? 5: How do some Christians 'cleanse' the soul from wrongdoing? 6: How might karma affect the soul? 6: Unit Checkout – Knowledge Catcher. What happens if we do wrong?</p>	<p><u>Why is water symbolic?</u></p> <p>1: Why is water important? 2: How is water used in some rituals? 3: What can some religious stories suggest about water? 4: What is baptism? 5: How and why do some Hindus celebrate the River Ganges? 6: Why is water precious? 6: Unit Checkout – Knowledge Catcher. Why is water symbolic?</p> <p><u>Why is fire used ceremonially?</u></p> <p>1: What can fire symbolise? 2: How is fire used in some Hindu ceremonies? 3: Can fire be divine? 4: What is an eternal flame? 5: How is fire used to remember? 6: What happens in the Easter Vigil? 6: Unit Checkout – Knowledge Catcher. Why is fire used ceremonially?</p>

<p>Physical Education</p>	<p><u>Autumn 1 – Dance and Invasion Games: Football</u></p> <p>Dance – Unit 1: 1: To represent the character of _ in our movements. 2: To represent _ magical powers in a duet. 3: To represent the character of _ in our movements. 4: To demonstrate _ in a duet. 5: To put our ideas together to create a class dance. 6: To perform a class dance.</p> <p> Delivered by NEPSSS. Dance performed to Year 4.</p> <p>Invasion Games - Football: 1: To use the inside of the foot to pass the ball. 2: To trap a ball that is moving along the ground with control. 3: To pass the ball accurately into space over short distances. 4: To identify and move into space to receive the ball. 5: To use the outside of the foot to control the ball and dribble. 6: To cushion the ball when receiving.</p> <p> Year 3 and 4 Invasion Games (Football) Competition.</p> <p><u>Autumn 2 – Dance/ OAA</u></p> <p>Invasion Games - Basketball: 1: To keep possession of the ball when dribbling. 2: To work as a pair to move forward and attack. 3: To use a defensive body position. 4: To perform a two-handed shot to perform baskets. 5: To use a jump ball to restart a game. 6: When to move to space to retrieve a ball.</p> <p>Swimming: 1-6: Lessons will follow Swim England’s Learn to Swim Framework, Stages 1 to 7.</p> <p> Providers from Elswick Swimming Pool.</p>	<p><u>Spring 1 – Gymnastics and Striking and Fielding: Cricket</u></p> <p>Gymnastics – Unit 1: 1: To show full extension during a balance. 2: To move in and out of contrasting shapes with fluency. 3: To perform a sequence using different types of rolls. 4: To perform powerful jumps from an apparatus. 5: To perform in unison with a partner. 6: To create a group performance using contrasting actions.</p> <p> Record and evaluate performances using the ipads.</p> <p>Striking and Fielding - Cricket: 1: To hit a stationary ball into space using the straight drive. 2: To bowl underarm to a batter with some consistency. 3: To use the correct footwork to strike a bowled ball. 4: To stop a moving ball using the long barrier technique. 5: To throw longer distances overarm. 6: To perform as a wicketkeeper.</p> <p> Delivered by Chance to Shine.</p> <p><u>Spring 2 – Dance and Target Games: Dodgeball</u></p> <p>Dance – Unit 2: 1: To perform a dance phrase inspired by the ocean’s depths. 2: To use improvisation to create a longer movement phrase. 3: To use dynamics in a short group dance to show travelling on the ocean. 4: To perform as a class to show the damage that can be caused to the ocean. 5: To work as a group to develop a dance representing the ocean. 6: To prepare our group dance for the final performance</p> <p>Target Games – Dodgeball: 1: To throw with power and accuracy to eliminate an opponent. 2: To catch a quick ball. 3: To use basic dodging techniques such as sidestep. 4: To block an oncoming ball.</p>	<p><u>Summer 1 – Striking and Fielding: Rounders and Net/Wall Games: Tennis</u></p> <p>Net/ Wall Games – Tennis: 1: To use the ready position to return a ball. 2: To hit the ball to different parts of the court using a forehand hit. 3: To perform an underarm serve to start a rally. 4: To move towards a ball to return it over the net. 5: To play cooperatively with a partner to keep the ball moving over the net. 6: To perform forehand hits to score points in a competition.</p> <p>Striking and Fielding – Rounders: 1: To get in the best body position to field the ball. 2: To bowl with consistency in the game. 3: To hit a moving ball with one hand. 4: To stop a moving ball using the long barrier technique. 5: To throw longer distances using the overarm technique. 6: To select and apply new skills in a competition.</p> <p> KS2 Rounders Festival.</p> <p><u>Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)</u></p> <p>Athletics: 1: Jumping and hopping sequences. 2: To run at different speeds. 3: To approach and jump hurdles. 4: To throw a javelin using the pull-throw technique. 5: A variety of skipping techniques. 6: To keep score accurately over a range of events.</p> <p> Sports Day.</p> <p>Outdoor Adventurous Activities: 1: To use clear communication, strength and flexibility to complete a task. 2: To work with others to complete map-reading tasks. 3: To draw and create a clear route on a map for others to follow. 4: To work with others and identify what went well and</p>
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<p>British Sign Language</p> <p></p> <p>Our BSL curriculum is under development to meet the needs of our HIARP context.</p>	<p><u>Ask and Answers Questions about Yourself</u></p> <p>1: Know the finger spelling alphabet. 2: Fingerspell a peer's name and respond to a finger-spelled name. 3: Greet a peer using 3 different signs (hello, good morning, good afternoon) and ask their name. 4: Numbers 1-30 5: Ask for an age 6: Talk about where you live</p> <p><u>Emotions</u></p> <p>1: Positive emotions 2: Feeling blue 3: Feeling cross 4: Ask a peer how they are 5: Say why you feel that</p> <p> Link to PSHE.</p>	<p><u>Animals</u></p> <p>1: Know signs for some pets. 2: Describe pets using size and colour words. 3: Ask and answer questions about pets. 4: Sign some farm animals. 5: Describe some farm animals using size and colour. 6: Sign some zoo animals 7: Describe some zoo animals using size and colour 8: Talk about what animals like to do 9: Talk about a visit to a farm or zoo 10: Ask and answer questions about a trip to a farm/zoo</p> <p> Links to Science.</p>	<p><u>Healthy Eating</u></p> <p>1: Talk about favourite fruits 2: Talk about favourite vegetables 3: Ask for fruit and vegetables. 4: Talk about favourite foods. 5: Talk about school dinner foods 6: Ask for foods.</p> <p> Links to PSHE, PE and Science.</p> <p><u>Assessment</u></p> <p>1: Know how to talk about a calendar. 2-5: Assessment 6: Celebration – Deaf Awareness Week.</p> <p> Deaf Awareness Week.</p>