



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PROJECT	Through the Ages (History)		Rocks, Relics and Rumbles (Geography)		Emperors and Empires (History)	
ENRICHMENT OPPORTUNITIES						
READING Book Spine	<u>Stig of the Dump</u> , by Clive King	<u>Butterfly Lion</u> , by Michael Morpurgo	<u>Firework-Maker's Daughter</u> , by Philip Pullman	<u>Danny, Champion of the World</u> , by Roald Dahl	<u>Goose Guards</u> , by Terry Deary	<u>The Legend of Podkin One-Ear</u> , by Kieran Larwood
Decoding	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).					
	Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un, re, sub, inter, super, anti and auto.			Use their phonic knowledge to decode quickly and accurately.		
	Apply their growing knowledge of root words and suffixes / word endings, including action, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.			Read further exception words including words that do not follow spelling patterns.		
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (Evidenced in vocabulary session of weekly GR)					
Vocabulary	Use a dictionary to check the meaning of words.					
Retrieval	Skim and scan to retrieve information.					
Inference	Make straightforward inferences based on a single point of reference.		Draw inferences such as inferring character's feelings, thoughts and motives from their actions.		Infer reasons for actions and events based on evidence from the text.	
Prediction	Predict what might happen from clues in what I have read.					
Summary	Tell someone the main ideas in a paragraph.	Identify an overall theme of a text.	Identify an overall theme of a text and summarise it.		Retell some stories, fairy stories and myths and legends.	Present book reviews and evaluations in a variety of formats.
Author Intent	Recognise some different forms of poetry.	Read aloud poems and perform playscripts.	Identify humour or atmosphere.	Identify technical language choice.	Comment on how language is used to create effect such as build tension or create mood.	Recognise that some authors have specific ways of writing.
Discuss it	Identify the main arguments for or against a particular point of view from a given text.					
	Ask relevant questions to clarify and improve my understanding of a text.					
	Discuss my understanding of both texts read independently and read to me.					
WRITING Book Spine	<u>Stig of the Dump</u> , by Clive King		<u>Firework-Maker's Daughter</u> , by Philip Pullman		<u>Goose Guards</u> , by Terry Deary	
Grammar	<p>Basic sentence punctuation (including statements, questions and exclamations) and nouns (including proper nouns)</p> <p>To use statements (tell), questions (ask), exclamations (strong emotions) and commands (instruct) and use them appropriately.</p> <p>To use a wide range of punctuation accurately (question marks, exclamation marks, commas in lists)</p> <p>Noun Phrases and pronouns to replace both nouns and noun phrases</p> <p>To understand and can use nouns, verbs, adjectives, and pronouns appropriately</p> <p>To understand which nouns can be proper nouns proper nouns and use capital letters appropriately (people, places, days, months, titles, brands, some special occasions)</p> <p>To use expanded noun phrases to describe and specify (the distant, craggy rocks)</p>	<p>Verbs, clauses and connecting clauses using conjunctions</p> <p>Revision of simple and progressive verb tenses</p> <p>I can use a wider range of conjunctions (e.g. since, even though, until) to extend a range of sentences with more than one clause.</p> <p>I can begin to identify main and subordinate clauses in a sentence.</p> <p>I can use commas to mark clauses (e.g. When we arrived, it was almost midnight.)</p> <p>I recognise and use different verb tenses: simple present and past tense, present and past progressive</p>	<p>Rules of Standard English</p> <p>Apostrophes of contraction and possession (and when not to use them)</p> <p>I know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang)</p> <p>I can use apostrophes of contraction for a wider array of words (e.g. should've, shan't, mightn't)</p> <p>I can use apostrophes of possession for singular AND plural nouns (eg the boy's toys, the boys' toys)</p> <p>I understand when NOT to use apostrophes (e.g. verbs- gives/sings; and plurals- houses/friends)</p>	<p>Inverted commas, including correct punctuation inside them</p> <p>I can use inverted commas and other punctuation to punctuate speech correctly. (e.g. "Don't be home late," called Mum.) I know when to start a new line for a new speaker to avoid confusion.</p> <p>Colons before speech in plays</p> <p>I know to put a character's name and colon in the margin by speech in a play</p> <p>Brackets for parenthesis</p> <p>I can use brackets for added information, including for stage directions</p>	<p>Adverbs, including beginning to experiment with where they are placed in a sentence</p> <p>I can use carefully selected adverbs in a sentence and can show some variety in where they are placed for effect.</p> <p>I understand and can recognise adverbial phrases.</p> <p>Prepositions</p> <p>I can recognise and use prepositions to add detail to my sentences.</p> <p>I recognise and can identify prepositional phrases.</p> <p>Present perfect tense</p> <p>I can use the present perfect form of verbs appropriately and understand when to use it instead of simple past tense. (e.g. "I have seen that movie before.")</p>	<p>Word classes-including recognising that the same word can belong to different word classes (eg 'play', 'orange')</p> <p>I can recognise and use words from the same word families, using prefixes and suffixes to change the word class (eg happy, unhappy, happiness, unhappiness)</p> <p>I understand different word classes and that some words can belong to different word classes depending on context.</p>
Spelling	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>Spelling Shed: steps 1 to 6</p> <ol style="list-style-type: none"> "ou" digraph making "ow" sound "ou" digraph makes "au" sound "y" makes "i" sound Suffix "-sure" Suffix "-ture" Challenge Y3/Y4 words: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular 	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>I know the difference between homophones (there/their/they're) and near homophones (quite, quiet)</p> <p>I can spell often misspelt words taught so far (e.g. careful, parents, neighbour, disappoint, friend, because)</p> <p>Spelling Shed: Steps 7 to 12</p> <ol style="list-style-type: none"> Prefix "re-" Prefix "dis-" Prefix "mis-" Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words 	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>I can spell singular and plural nouns ending in "y" (baby-babies, monkey-monkeys) and understand when the y is replaced by -ies.</p> <p>Spelling Shed: Steps 13 to 18</p> <ol style="list-style-type: none"> digraph 'ai' and tetragraph 'aigh' digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound suffix '-ly' Homophones Challenge Y3/4 words: build, describe, imagine, library, natural, ordinary, 	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>I can spell verbs and adjectives correctly when adding a suffix by knowing when to drop "e" before "ed" or "ing" and doubling a hard consonant after a soft vowel (e.g. bake-baked-baking, vote-voted-voting, stop-stopped-stopping, grab-grabbed-grabbing).</p> <p>Spelling Shed: Steps 19 to 24</p> <ol style="list-style-type: none"> Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word 	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>I can spell often misspelt words taught so far (e.g. careful, parents, neighbour, disappoint, friend, because)</p> <p>Spelling Shed: Steps 25 to 30</p> <ol style="list-style-type: none"> Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 	<p>Ongoing I can follow the Y3 spelling rules know my key words and can spell most of the words on the Y3/Y4 list.</p> <p>I can spell further homophones (e.g. here/hear, hole/whole, bury/berry, mist/missed, past/passed)</p> <p>Spelling Shed: Steps 31 to 36</p> <ol style="list-style-type: none"> Words ending in '-sion' Y3/4 Challenge words: special, strange, difficult, important, length, perhaps, position, pressure, question, purpose Revision words: exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise Revision words: freight, hourly, missed, scented, suppose, plaque,



		12. Challenge Y3/4 words: centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	promise, recent, suppose, weight	ends in '-ic'	'sc' makes a /s/ sound	grotesque, daily, descend, automatically. 35. Revision words: teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable. 36. Revision words: disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion
Handwriting	I can use the diagonal strokes that are needed to join letters and have begun to do so. I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I keep my letters close together with appropriately sized gaps between words	I can use the diagonal strokes that are needed to join letters and have begun to do so. I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I keep my letters close together with appropriately sized gaps between words	I can use the diagonal strokes that are needed to join letters and have begun to do so. I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I keep my letters close together with appropriately sized gaps between words	I can use the diagonal strokes that are needed to join letters and have begun to do so. I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I keep my letters close together with appropriately sized gaps between words	I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I join my words consistently when producing polished writing, with appropriate spaces between words	I can improve the quality of my handwriting (downstrokes parallel, letters of same case a consistent size) I join my words consistently when producing polished writing, with appropriate spaces between words
Composition	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives) I can create settings, character and plot in narratives I can organise paragraphs around a theme (eg build-up, main events, resolution) I can proofread for spelling and punctuation.	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can use wider vocabulary and grammar when I write I can recognise and use similes (eg It was as fragile as a spider's web) I can proofread for spelling and punctuation.	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can recognise and use the determiners 'a', 'an' and 'the' appropriately. I can proofread for spelling and punctuation.	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can organise paragraphs around a theme (eg build-up, main events, resolution) I can write non-fiction, using simple devices to organise my work I can proofread for spelling and punctuation.	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can evaluate and edit by improving vocabulary and grammar I can write non-fiction, using simple devices to organise my work (e.g. headings and sub-headings) I can proofread for spelling and punctuation.	I can plan to use the right structure in my writing. I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements (learning from a WAGOLL, peer feedback) I can proofread for spelling and punctuation.
Writing Outcome 1	<u>Myths, legends, fables and traditional tales</u> I can write my own quest adventure story including a problem that needs to be solved and characters that support the main character.	<u>Letters</u> I can plan and write my own formal letter.	<u>Adventure and mystery</u> I can recount an event from a story in a different way. I can plan and write an extended adventure story including a problem, events and a resolution, with chapters or paragraphs.	<u>Information texts</u> I can use words and pictures to persuade others, when appropriate to aide my writing. I can use headings and subheadings where appropriate. I can use drop-in clauses for extra detail	<u>Instructions</u> I can plan an instructional sequence. I can revise and finalise a draft text. I can use some technical vocabulary I can begin some instructional sentences with adverbs or adverbial phrases for "how" and "when, followed by a comma I can use some organisational devices such as bullets	<u>Reports</u> I can write a non-chronological report based on a well-known story.
Writing Outcome 2	<u>Stories with familiar settings</u> I can write a description of a setting, including its inhabitants.				<u>Poetry - Calligrams</u> I can compose shape poems using language effects and making decisions about form. This piece of writing could reflect our school's Christian values.	<u>Poetry - Haikus</u> I can write a summer haiku, containing a simile and other imagery. <u>Poems to perform</u> I can collaboratively write a performance poem. I can practise, perform and evaluate mine and others' performances.



<p>MATHEMATICS</p>	<p>Number & Place Value: up to 1,000</p> <ul style="list-style-type: none"> Count from 0 in 50s and 100s; finding 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-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 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 <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations, and describe them Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<p>Multiplication Tables</p> <ul style="list-style-type: none"> 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 2-digit numbers times 1-digit numbers, using mental progressing to formal written methods Solve problems including missing number problems, involving multiplication and division <p>Addition & Subtraction: Mental methods</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a 3-digit number and ones, a 3-digit number and tens, a 3-digit number and 100s 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>Fractions</p> <ul style="list-style-type: none"> 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 Compare and order unit fractions and fractions with the same denominators Solve problems that involve all of the above <p>Addition & Subtraction: Written methods</p> <ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using the 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>Multiplication & Division</p> <ul style="list-style-type: none"> 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 2-digit numbers times 1-digit numbers, using mental 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 connect to m objects <p>Measurement: Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts 	<p>Fractions: Calculating</p> <ul style="list-style-type: none"> 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 Add and subtract fractions with the same denominator within one whole <p>Measurement: Time</p> <ul style="list-style-type: none"> 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, am / pm, 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>Measurement: Mass & Capacity</p> <ul style="list-style-type: none"> Measure, compare, add and subtracts mass (kg / g) and volume / capacity (l / ml) <p>Geometry: Angles</p> <ul style="list-style-type: none"> Measure the perimeter of simple 2-D shapes Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Recognise angles as a property of shape or a description of a turn <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
<p>SCIENCE Scientific Enquiry</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Ask relevant questions, using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements, raise further questions and predictions for setting up further tests. 					
<p>SCIENCE</p>	<p>Forces and Magnets</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <ol style="list-style-type: none"> Explore contact and non-contact forces Understand that magnetic forces can act at a distance <p>2. Compare how things move on different surfaces</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> <ol style="list-style-type: none"> Explore different types of magnets Explore the everyday uses of magnets <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>Observe how magnets attract or repel each other and attract some materials and not others</p> <ol style="list-style-type: none"> Explore the properties of magnets and everyday objects that are magnetic <p><i>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</i></p>	<p>Animals inc. Humans</p> <p>Identify those 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> <ol style="list-style-type: none"> Explore the 5 key food groups Learn about the nutrition in the food we eat <p>Linked Text: Oliver's Vegetables Oliver Jeffers</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <ol style="list-style-type: none"> Learn about the different types of skeletons Learn about the human skeleton Learn about animals and their skeletons Explore the role of muscles <p><i>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</i></p> <ul style="list-style-type: none"> ✓ Different animals are adapted to eat different foods. ✓ Many animals have skeletons to support their bodies and protect vital organs. ✓ Muscles are connected to bones and move them when they contract. ✓ Movable joints connect bones. 	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <ol style="list-style-type: none"> Identifying the difference between light sources and non-light sources <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <ol style="list-style-type: none"> Explore the light that comes from the sun and how to stay safe <p>Notice that light is reflected from surfaces</p> <ol style="list-style-type: none"> Explore materials which are reflective <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <ol style="list-style-type: none"> Discover how shadows are formed <p>Find patterns in the way that the size of shadows change</p> <ol style="list-style-type: none"> Investigate how shadows change throughout the day Investigate how you can change the size of a shadow <p><i>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</i></p> <ul style="list-style-type: none"> ✓ There must be light for us to see. Without light it is dark. ✓ We need light to see things even shiny things. 	<p>Rocks and Soils</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ol style="list-style-type: none"> Explore the formation and properties of igneous rocks Explore the formation and properties of sedimentary and metamorphic rocks Weathering and the suitability of rocks for different purposes (non-statutory) Explore how water contributes to the weathering of rocks <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <ol style="list-style-type: none"> Understand how fossils are formed <p>Recognise that soils are made from rocks and organic matter</p> <ol style="list-style-type: none"> Explore different types of soil <p><i>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</i></p> <ul style="list-style-type: none"> ✓ There are different types of rock. ✓ There are different types of soil. ✓ Soils change over time. ✓ Different plants grow in different soils. ✓ Fossils tell us what has happened before. ✓ Fossils provide evidence. ✓ Palaeontologists use Fossils to find out about the past. ✓ Fossils provide evidence that living things have changed over time. 	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ol style="list-style-type: none"> Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis Investigate the way in which water is transported within plants <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> <ol style="list-style-type: none"> Compare the effect of different factors on plant growth Investigate the way in which water is transported within plants Compare the effect of different factors on plant growth <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <ol style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants Understand the pollination process and the ways in which seeds are dispersed <p><i>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal</i></p> <ul style="list-style-type: none"> ✓ Plants are producers, they make their own food. 	<p>Scientific Enquiry</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</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. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ol style="list-style-type: none"> How can a solar oven be made more effective: <ol style="list-style-type: none"> posing questions and writing predictions recording and presenting results Cleaning coins <ol style="list-style-type: none"> writing a method and carrying out a practical test Writing a conclusion <p>Setting up simple practical enquiries, comparative and fair tests</p> <ol style="list-style-type: none"> Making a cake: fair testing, controls and variables <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <ol style="list-style-type: none"> Making a cake: fair testing, controls and variables and scientific enquiries <p>Linked Text: Rosie Revere, Engineer by Andrea Beaty</p>



	<ul style="list-style-type: none"> ✓ Magnets exert attractive and repulsive forces on each other. ✓ Magnets exert non-contact forces, which work through some materials. ✓ Magnets exert attractive forces on some materials. ✓ Magnet forces are affected by magnet strength, object mass, distance from object and object material. <p>Linked Text: Mrs Armitage Queen of the Road by Quentin Blake</p>		<ul style="list-style-type: none"> ✓ Transparent materials let light travel through them, and opaque materials don't let light through. ✓ Beams of light bounce off some materials (reflection). ✓ Shiny materials reflect light beams better than non-shiny materials. ✓ Light comes from a source <p>Linked Text: The Dark by Lemony Snicket</p>	<p>Linked Text: A Pebble in My Pocket by Meredith Hooper</p>	<ul style="list-style-type: none"> ✓ Their leaves absorb sunlight and carbon dioxide ✓ Plants have roots, which provide support and draw water from the soil ✓ Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production ✓ Seed dispersal improves a plants chances of successful reproduction ✓ Seeds/bulbs require the right conditions to germinate and grow. ✓ Seeds contain enough food for the plant's initial growth <p>Linked Text: Where the Forest Meets the Sea by Jeanne Baker</p>	
<p>HISTORY</p>	<p>Through the Ages</p> <p>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To learn about changes in Britain from the Stone Age to the Iron Age.</p>			<p>Emperors and Empires</p> <p>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To learn about the Roman Empire and its impact on Britain.</p> <p>To conduct a local history study.</p>		
<p>GEOGRAPHY</p>	<p>Through the Ages</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			<p>Rocks, Relics and Rumbles</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>To identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night)</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region on a European country, and a region within North or South America</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>To use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
<p>RELIGIOUS EDUCATION</p>	<p>L2.1 What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things to wrong in the world • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) 	<p>L2.2 What is it like for someone to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world 	<p>L2.10 How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshipping; how Muslims submit to God) • Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. i8n prayer and fasting, as a family and as a community, at home and in the mosque) 	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) 	<p>L2.4 What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Identify texts that come from a gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<p>L2.12 How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun alam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations)



	<ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry and ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 		<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas 	<ul style="list-style-type: none"> Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas 	<ul style="list-style-type: none"> Make links between the importance of hope in the Bible stories studied and life in the world today, giving a good reason for their ideas 	<ul style="list-style-type: none"> Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious world view and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 				
PHYSICAL EDUCATION	<p>Rugby</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Netball</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Football</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performance. 	<p>Hockey</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Dance</p> <ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group. Remember and repeat dance perform phrases. 	<p>Cricket</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Tennis</p> <ul style="list-style-type: none"> Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. 	<p>Athletics</p> <ul style="list-style-type: none"> Run at fast, medium and slow speeds: changing speed and direction. Take part in a relay, remembering when to run and what to do. Jump in more than one direction. 	<p>Outdoor Education</p> <ul style="list-style-type: none"> Follow a map in a familiar context. Use clues to follow a route. Follow a route safely.
	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Control body when travelling and balancing Rhythm/ timing Plan and perform a sequence of movements 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Rhythm/ timing Sequencing of movement Recognise and respond to stimuli Recall and perform movement/ GMP 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Spatial awareness/ perceptual cognitive skill Understand principles of games Understanding of tactical teamwork and link play Understand rules of games 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Co-ordination (feet) and other limbs Ability to squad and extend over hips / knees and ankles. Knowledge of a relay and handing over. 	<p>Component Knowledge</p> <ul style="list-style-type: none"> Map reading skills, including basic co-ordinates. Understanding of direction (including N, E, S, W) Understanding of safety (road safety, stranger danger, working in pairs or groups, etc.)
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Sequence/ plan Feedback/ advice/ coaching Rhythm/ timing Strength/ suppleness/ flexibility Apparatus 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Moves/ routines/ sequence/ sequencing Timing/ rhythm Mood/ emotion/ feelings/ representation/ Stimulus Phrase/ key words 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Space/ spread out/ compact Tactic/ strategy/ plan Rules/ of the game Principles of play 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Range of movement / join Squat / restrict / contract / extend / push Momentum Baton / hand over / moving start 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Sequence/ plan Feedback/ advice/ coaching Rhythm/ timing Strength/ suppleness/ flexibility Apparatus
PSHE and RSE	<p>Growth (Jigsaw Link: Dreams & Goals) FBV: Rules of Law</p> <ul style="list-style-type: none"> Overcoming challenges Dreams and ambitions Understanding that they are responsible for their learning. Understanding strengths and obstacles 	<p>Being Me FBV: Democracy, Rule of Law, Respect and Tolerance of others</p> <ul style="list-style-type: none"> Understanding their importance Understanding challenges Why rules are needed; relating to choices and consequences. Actions can affect the feelings of others. School has a shared set of values. Bullying: Hurtful Words 	<p>Celebrating Difference FBV: Respect and Tolerance of others</p> <ul style="list-style-type: none"> Know why families are important. Family differences Family Relationships and fall outs. Conflict in relationships 	<p>Relationships FBV: Respect and Tolerance of others</p> <ul style="list-style-type: none"> Roles of different members of family Gender stereotypes can be unfair. Skills of friendship Strategies for staying safe online. Impact of people on my life Children's rights Lives of children around the world can be different from their own 	<p>Healthy Me FBV: Individual Liberty</p> <ul style="list-style-type: none"> How exercise affects their bodies Importance of hearts and lungs Calories, fat and sugar on the body Different types of drugs Places and people that can be dangerous. Range of strategies to keep safe. Bodies are complex 	<p>Changing Me FBV: Individual Liberty, Respect and Tolerance of others</p> <ul style="list-style-type: none"> Changes in animals and human Carrying babies (uterus) Love & care of babies Changes from a baby to a child Male and female bodies at puberty to make babies. Changes in Puberty 				
Whole school SMSC opportunities	<p>Autumn One World Heart Day Sep 29 Oct: ADHD awareness month, Dyslexia Awareness week United Nations Day Oct 24 Oct: Black History Month</p>	<p>Autumn Two Nov: Anti-Bullying Week Switch Off Fortnight Nov 7-25 Remembrance Day Nov 11 UK Road Safety Wk Odd Socks Day Children in Need Human Rights Day Dec 10</p>	<p>Spring One LGBT+ History Month Martin Luther King Day Jan 16 Holocaust Memorial Day Jan 27 Children's Mental Health Week Safer Internet Day Random Acts of Kindness Day</p>	<p>Spring Two International Women's Day Sign Language Week Comic Relief</p>	<p>Summer One Apr: Earth Hour May: National Walking Month/Walk to School Week May: World Asthma Day VE Day</p>	<p>Summer Two Football: Euro 2024 World Refugee Day/Refugee Week Summer Solstice RSE Day NHS Birthday Malala Day</p>				



<p>ART & DESIGN</p>	<p><u>Through the Ages</u></p> <p><u>Prehistoric pots</u></p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks 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><u>Rocks, Relics and Rumbles</u></p> <p><u>Ammonite</u></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><u>Emperors and Empires</u></p> <p><u>Mosaic Masters</u></p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks 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>DESIGN & TECHNOLOGY</p>		<p><u>Through the Ages</u></p> <p><u>Cook well, Eat well</u></p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</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>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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p><u>Rocks, Relics and Rumbles</u></p> <p><u>Making it Move</u></p> <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.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>		<p><u>Emperors and Empires</u></p> <p><u>Greenhouse</u></p> <p>To 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>To 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>To 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>To 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>To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
<p>COMPUTING</p>	<p><u>Computing Systems and Networks</u> (Understanding Technology)</p> <p><u>Connecting Computers</u></p> <ul style="list-style-type: none"> To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected To recognise the physical components of a network 	<p><u>Creating Media</u> (Digital Literacy)</p> <p><u>Desktop Publishing</u></p> <ul style="list-style-type: none"> To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing 	<p><u>Programming A</u></p> <p><u>Sequencing Sounds</u></p> <ul style="list-style-type: none"> To explore a new programming environment To identify that each sprite is controlled by the commands I choose To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description 	<p><u>Data and Information</u> (Understanding Technology)</p> <p><u>Branching Databases</u></p> <ul style="list-style-type: none"> To create questions with yes / no answers To identify the objects attributes needed to collect relevant data To create a branching database To identify objects using a branching database To explain why it is helpful for a database to be well structured To compare the information shown in a pictogram with a branching database 	<p><u>Creating Media</u> (Digital Literacy)</p> <p><u>Stop Frame Animation</u></p> <ul style="list-style-type: none"> To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation 	<p><u>Programming B</u></p> <p><u>Events and actions in programs</u></p> <ul style="list-style-type: none"> To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge
<p>MUSIC</p> <p>Title of Unit</p>	<p>How does music bring us closer together?</p>	<p>What stories does music tell us about the past?</p>	<p>How does music make the world a better place?</p>	<p>How does music help us get to know our community?</p>	<p>How does music make a difference to us every day?</p>	<p>How does music connect us with our planet?</p>
<p>Musical Focus</p>	<ul style="list-style-type: none"> Developing notation skills 	<ul style="list-style-type: none"> Enjoying improvisation 	<ul style="list-style-type: none"> Composing using your imagination 	<ul style="list-style-type: none"> Sharing musical experiences 	<ul style="list-style-type: none"> Learning more about musical styles 	<ul style="list-style-type: none"> Recognising different sounds
<p>Area 1 - Listening and Responding to Music</p>						



Understanding and using musical language	To demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning					
Understanding & identifying connections between music & our feelings	To identify and describe feelings as they relate to music					
Understanding & identifying musical styles and the socio-historical connections & context of music	To demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music					
Area 2 – Understanding and using the Language of Music						
Composing and Improvising						
Understanding and applying the concepts	To make an informed decision as to which notes to use when composing and improvising with the song					
Creating melody according to guidelines	To create a four or six-bar melody according to the instructions given for the Music Notepad composition task					
Following instrumental parts in a group performance	When playing instrumental parts with the song, to follow the instrumental part on the screen, playing by ear or with the notation provided					
Area 3 – Developing Performance Awareness and Skills						
Feeling the pulse / beat	To demonstrate an awareness of pulse / beat when listening, moving to and performing music					
Understanding the importance of posture and technique when performing	To demonstrate an understanding of the importance of posture, diction and technique when performing					
Rehearsing and performing	When planning, rehearsing, introducing and performing the song:					
Reflecting upon preparation and the context of the piece itself	To introduce the performance with context and understanding of the song, the learning process and any other relevant connections					
Connecting to the social theme	To understand and make connections between the music encountered and the Social Theme					
Understanding and applying learning from the Musical Spotlight	To understand and apply learning from the Musical Spotlight					
MFL (FRENCH)	I am learning French <ul style="list-style-type: none"> Locate France, Paris, and a few key cities on a map Understand the Francophone world better Ask somebody how they are feeling and what their name is Say how we are feeling and our names Count to 10 Read, write, say, and recall ten different colours 	Seasons <ul style="list-style-type: none"> Recognise all four seasons in French Learn an associated action for each season in French Understand better what happens in the world around us in each season in French 	Musical Instruments <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in French with the correct definite article / determiner Start to understand articles / determiners better in French Learn to say and write 'I play an instruments' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments 	Vegetables <ul style="list-style-type: none"> Name, recognise and recall from memory up to ten vegetables in French Attempt to spell some of these nouns with their plural article / determiner Learn and use the high frequency verb 'je voudrais' from the verb vouloir, (to want) in French 	Ice-Creams <ul style="list-style-type: none"> Name, recognise and remember up to ten ice-cream flavours in French Attempt to spell some of these flavours Use the structure 'Je voudrais' plus an ice-cream flavour Say whether we would like a cone or pot and possibly how many scoops Learn how to say 'please' and 'thank you' in French 	Ancient Britain <ul style="list-style-type: none"> Name in French, the six key periods of Ancient Britain, introduced in chronological order Say in French three of the types of people who live in Ancient Britain, where they lived and what their hunting tool was Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (J'ai) and 'I live' (J'habite)