British School of Ulaanbaatar
Primary Curriculum Overview - Year 3

Subject	Term 1	Term 2	Term 3
Maths	**Number and place Value** ● To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ● To recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). ● To compare and order numbers up to 1,000. ● To identify, represent and estimate numbers using different representations. ● To read and write numbers up to 1,000 in numerals and in words. ● To solve number problems and practical problems involving these ideas. **Number - Addition and Subtraction** ● To add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s ● To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. ● To estimate the answer to a calculation and use inverse operations to check answers. ● To solve problems, including missing number problems, using number facts,	**Geometry - Properties of shape** ● To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. ● To recognise angles as a property of shape or a description of a turn. ● To identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle. ● To identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Fractions** ● To 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 ● To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ● To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ● To recognise and show, using diagrams,	**Measurement - Time** ● To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ● To 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. ● To know the number of seconds in a minute and the number of days in each month, year and leap year. ● To compare durations of events. **Measurement - Weight, Volume and Temperature.** ● To compare and order lengths, mass, volume/capacity and record the results using >, < and =. ● To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); Mass (Kg/g); temp (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and

place value, and more complex addition and subtraction.

Measurement - Money
- To recognise and use signs for pounds (£) and pence (p): Combine amounts to make a particular value.
- To find different combinations of coins that equal the same amounts of money.
- To solve simple problems in a practical context involving addition and subtraction of the same unit including giving change.

Number - Multiplication and Division
- To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems, arrays, repeated addition and mental methods.

Statistics
- To interpret and present data using bar charts, pictograms and tables
- To solve one-step and two-step questions

equivalent fractions with small denominators
- To add and subtract fractions with the same denominator within one whole
- To compare and order unit fractions, and fractions with the same denominators
- To solve problems that involve all of the above

Geometry - Position and Direction
- To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- To order and arrange combinations of mathematical objects in patterns and sequences.

Number and Place Value
- To use place value and number facts to solve problems.
- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- To solve problems using addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- To show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

measuring vessels.

	[for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables ● To understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. ● To continue to interpret data presented in many contexts. **Measurement - Length and Height** ● To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); Mass (Kg/g); temp (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. ● To compare and order lengths, mass, volume/capacity and record the results using >, < and =. ● To measure the perimeter of simple 2-D shapes.		
English	**Reading** ● To understand the themes of a text. ● To draw inferences from the written and visual text to support understanding of character. ● To understand how illustration and text contribute to meaning. ● To enjoy a story and discuss its meanings ● To explore narrative plot, settings, characters and draw inferences to aid understanding To write texts based on fictional experiences ● To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	**Reading** ● To explore how changes to settings affect characters' feelings ● To infer details about a character from illustrations, character descriptions and dialogue ● To investigate how illustrations influence a reader's experience of a text ● To use a thesaurus to expand use of ambitious vocabulary ● To use dictionaries to check the meaning of words that they have read ● To identify themes and conventions in a wide range of books ● To recognise some different forms of	**Reading** ● To explore ways in which pictures and illustrations can convey atmosphere and meaning ● To read with increasing independence ● To explore the story through drama, dance and music ● To draw the narrative shape of the story ● ▪ To engage with a story and empathise with the character ● ▪ To explore themes and issues, and develop and sustain ideas through discussion

- To read books that are structured in different ways and reading for a range of purposes
- To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- To predict what might happen from details stated and implied
- To 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.

Writing
Gorilla by Anthony Browne
This fascinating picture book by the renowned illustrator and author, Anthony Browne, explores serious issues of loneliness and parent child relationships through the quirky world of human/gorilla transformation. The focus is the loneliness of a young girl and the relationship between a father and daughter.
- To write in a role in order to explore and develop understanding of a character.
- To write a diary entry
- To write an informal letter

Into the Forest by Anthony Browne
This picture book, with its highly detailed illustrations, provides a great deal for classes to explore. The narrative and images depict a young boy's imagination as he ventures into the forest to face his fears
- To write a narrative from a character's point of view
- To compose play scripts and perform them for a chosen audience
- To write an onomatopoeia poem
- To read aloud their own writing, to a group or the whole class, using appropriate intonation and tone

poetry
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- identifying main ideas drawn from more than one paragraph and summarising these

Writing
The Green Ship by Quentin Blake

Two children find the Green Ship when they climb over the wall into what is more like a forest than a garden. The ship has bushes for bows and stern and its funnels are trees; a small garden shed on an ancient stump is the wheel house and in command of the ship is the owner of the garden, old Mrs Tredegar. Throughout the summer she and the Bosun and the two children sail the Seven Seas visiting exotic faraway places and having wonderful adventures.

- To develop creative responses to a text through drama, play, storytelling and photography
- To innovate from a familiar text to plan and write own narratives
- To self and peer assess writing against success criteria and respond to suggested improvements
- To write a list poem
- To write a shape poem

Tales of Wisdom
This collection of seven tales from around the world explores, through the art of storytelling, something of the rich culture and tradition of told stories and the lessons one can learn from them.

- To explore tales from different countries through storytelling
- To examine and discuss the events and characters through reading, writing,

- ▪ To develop creative responses to the text through drama, storytelling and artwork
- To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- To discuss words and phrases that capture the reader's interest and imagination
- To ask questions to improve their understanding of a text
- To identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Writing
Ug, Boy Genius of the Stone Age by Raymond Briggs

In this multi layered graphic text the concept of a 'stone age' is taken to extremes with everything, including trousers made of stone. The story follows the quest of a Stone Age boy, Ug in his search for softer trousers.
- To create a comic
- To retell a story in a role
- To include the accurate use of pronouns in sentences
- To write and structure a letter
- To organise paragraphs around a theme in narratives, creating settings, characters and plot

The Mousehole Cat by Antonia Barber and Nicola Bayley

The Frog Prince Continued by Jon Scieszka
This is a continuation of a well known fairy tale – with an up-to-date flavour.
- To write a diary entry
- To sequence a story
- To write a sequel to a story
- To recount a story
- To include intonation and control the tone and volume so that the meaning is clear.

Speaking and Listening
- To listen and respond appropriately to adults and their peers
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To ask relevant questions to extend their understanding and knowledge
- To speak audibly and fluently with an increasing command of Standard English
- To participate in discussions, presentations, performances, role play, improvisations and debates
- To gain, maintain and monitor the interest of the listener(s)

Spelling, Punctuation & Grammar (SPaG)
- To use further prefixes and suffixes and understand how to add them
- To spell further homophones
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

drawing and drama
- To write a poem using similes and adjectives
- To organise writing into simple paragraphs using headings and subheadings
- To create a mini book
- To write instructions
- To write a diary entry
- To create a fact file
- To write a newspaper article

Speaking and Listening
- To use relevant strategies to build their vocabulary
- To articulate and justify answers, arguments and opinions
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To discuss the morals and lessons that the tales teach us, through talk activities and debates

Spelling, Punctuation & Grammar (SPaG)
- To spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- To organise topics into simple paragraphs
- indicating possession by using the possessive apostrophe with plural nouns

This is a magical retelling of an ancient Cornish legend told from the cat's perspective. It tells the story of Mowser the cat and her pet man Tom and how she saves him from drowning, and the village of Mousehole from starvation, by calming the Great Storm-Cat with her song.
- To write their own stories from more than one viewpoint
- Draft and redraft their writing
- To plan what they will write and structure their writing accordingly
- To discuss and record ideas
- To assess the effectiveness of their own and others' writing and suggesting improvements

Moon Man by Tomi Ungerer
Moon Man crash lands on Earth and is imprisoned by the authorities who fear his strangeness. His unique qualities enable him to escape and he leads a fugitive existence until he meets Doktor van der Dunkel who builds a rocket so he can return home to his 'shimmering seat in space'.
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences
- To compose sentences orally building a varied and rich vocabulary and an increasing range of sentence structures
- To proof-read for spelling and punctuation errors

Speaking and Listening
- To talk confidently about picture books and their own response

	● using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials ● using and punctuating direct speech use and understand the grammatical terminology		● consider and evaluate different viewpoints, attending to and building on the contributions of others ● To gain, maintain and monitor the interest of the listener(s) ● To select and use appropriate registers for effective communication. ● To select and use appropriate registers for effective communication. **Spelling, Punctuation & Grammar (SPaG)** ● To use the first two or three letters of a word to check its spelling in a dictionary ● To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ● 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 commas after fronted adverbials
Science	**Working Scientifically** ● To use scientific evidence to answer questions. ● To identify similarities and differences related to scientific areas. ● To ask scientific questions. ● To choose scientific enquiries. ● To make careful observations, appropriate recording and using findings to develop and inform further investigations. **Biology: Plants** ● To identify the different parts of flowering plants ● To describe the functions of the different	**Working Scientifically** ● To use scientific evidence to answer questions. ● To identify similarities and differences related to scientific areas. ● To ask scientific questions. ● To choose scientific enquiries. ● To make careful observations, appropriate recording and using findings to develop and inform further investigations. **Physics: Forces and magnets** ● To compare how things move on different surfaces ● To understand movement of an object is due to an external force	**Working Scientifically** ● To use scientific evidence to answer questions. ● To identify similarities and differences related to scientific areas. ● To ask scientific questions. ● To choose scientific enquiries. ● To make careful observations, appropriate recording and using findings to develop and inform further investigations. **Chemistry: Rocks** ● To compare and group together different types of rock based on their

	parts of flowering plants ● To recognise that the form of the different parts of plants can vary ● To explore the requirements of plants for life and growth (air, light, water and nutrients) ● To recognise that plants need room to grow and some plants have strategies to ensure seeds are dispersed widely ● To understand that the requirements for life and growth vary from plant to plant ● To investigate the way water is transported within plants ● To understand the role of flowers in the life cycle of flowering plants including pollination, seed formation and seed dispersal. **Biology: Animals including humans** ● To understand that animals, including humans, need the correct types and appropriate amounts of nutrition ● To realise that animals can not make their own food and must obtain it from their diet ● Identify that humans and some animals skeletons and muscles ● To identify the three functions of the Musculoskeletal system as support, protection and movement	● To notice that some forces require contact between two objects ● To realise that magnetic forces can act at a distance ● To compare and group a variety of everyday objects on the basis of whether they are attracted to a magnet ● To identify materials which are magnetic ● To describe magnets as having two poles ● To understand that opposite poles attract and like poles repel one another ● To construct a simple compass to demonstrate the earth's magnetic field. **Physics: Light** ● To recognise that light is needed to see objects ● To understand that darkness is the absence of light ● To understand that light is reflected from surfaces ● To realise that we see objects by the reflected light ● To recognise that shadows are formed when light is blocked by an opaque object ● To understand the patterns in the way that the size of shadows change ● To understand that the eye is complex and delicate ● To recognise that light from the sun can be dangerous and cause damage to the eye ● To understand there are ways to protect the eyes	appearance and simple physical properties ● To understand that rocks are categorised by how they are formed ● To understand the formation of the three groups of rocks ● To recognise that rocks form the landscape ● To describe in simple terms how fossils are formed when things that have lived are encased by sediments ● To appreciate that rocks have a role in history, legend and culture ● To recognise that soils are made from rocks and organic matter **Physics: Sound** ● To identify how sounds are made, associating some of them with something vibrating ● To recognise that vibrations from sounds travel through a medium to the ear ● To find patterns between the pitch of a sound and features of the object that produced it ● To find patterns between the volume of a sound and the strength of the vibrations that produced it. ● To recognise that sounds get fainter as the distance from the sound source increases
Humanities	**History: Romans** ● To develop a chronologically secure knowledge of the period of the Roman Empire ● To be able to locate Rome and the Empire ● To understand the development and expansion of the Roman Empire	**Physical and Human Geography: Living together in Mongolia and elsewhere** ● To use the digital mapping and tools in Google Earth ● To create, develop and edit a Google Earth project	**Physical Geography: Extreme earth** ● To describe and understand key aspects of physical geography ● To understand and describe the climate zones, their locations and their characteristics

		● To recognise the role of the Roman army in the expansion and maintenance of the Empire ● To understand how the Roman army was able to overcome others through professionalism, tactics and equipment ● To gain an insight into the life of the Roman soldier ● To gain an insight into the life of the Roman people including clothing, food, entertainment ● To understand that the Roman language was Latin and its influence on modern European languages ● To investigate the Roman diet and compare it to a modern diet ● To identify and use Roman numerals ● To understand a simple structure of Roman society including slavery	● To locate and recognise their home place and its immediate surroundings on maps and satellite imagery ● To be able describe places using geographic, social, historical and cultural information ● To present information which describes locations using a range of textual, graphic and numeric sources ● To explore other places, cultures and countries. ● To locate and describe significant places such as the remaining Seven Wonders ● To compare and contrast their home to other cultures and places	● To develop a basic knowledge of the different biomes and vegetation belts across the globe ● To develop an understanding of the formation and attribute of mountains mountains ● To locate volcanoes and earthquakes around the world ● To understand the magnitude of forces in earthquakes and volcanoes and identify the accepted metrics used ● To understand and identify components of the water cycle ● To describe the features of rivers
	PSHE	**Keeping safe** ● To recognise bullying and how it can make people feel ● To learn about different types of bullying and how to respond to incidents of bullying ● To know the importance of seeking support if feeling lonely or excluded. ● To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. ● To learn different strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. ● To understand how friendships can change over time, about making new friends and the benefits of having different types of friends. ● To understand that friendships have ups	**Mental health and emotional wellbeing:** ● To celebrate achievement and setting personal goals ● To learn about how to deal with put-downs ● To learn about positive ways to deal with set-backs ● To know about different feelings that humans can experience ● To learn how to recognise and name different feelings ● To understand how feelings can affect people's bodies and how they behave ● To learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) ● To learn different things they can do to manage big feelings, to help calm themselves down and/or change their	**Identity, society and equality:** ● To learn about valuing the similarities and differences between themselves and others ● To learn about what is meant by community ● To learn about belonging to groups **Physical health and wellbeing:** ● To learn about making healthy choices about food and drinks ● To understand how branding can affect what foods people choose to buy ● To learn to keep active and some of the challenges of this ● To understand that bacteria and viruses can affect health; how everyday hygiene routines can

	and downs; strategies to resolve disputes and reconcile differences positively and safely. ● To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. ● To learn about what to do if they witness bullying	mood when they don't feel good ● To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it ● To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better with family and friends can support mental health and wellbeing ● To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	limit the spread of infection; the wider importance of personal hygiene and how to maintain it
Computing	**Online Safety** ● To know what cyberbullying is and how to address it. ● To agree to the Be Internet Awesome pledge & E-safety assembly ● To discuss cyber bullying. ● To create strong passwords and understand privacy settings. ● To safely send and receive emails. ● To explore different ways children can communicate online.	**Coding** ● To understand computer coding and programming ● To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems ● To solve problems by decomposing programmes into smaller parts ● To use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Media Studies** ● To practice to work on publication software ● To learn to use lens flare effect and image shape effect. ● To learn to make a video file. ● To understand how to use if function **Databases** ● To understand what a database is and how to create a database on

	- To turn negative interactions into positive ones - To test the credibility of sources on the internet - To understand how websites use advertisements to promote. **Internet research and Communication** - To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - To use technology safely, respectfully and responsibly.	- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Word Processing Skills** - To Select, use and combine a variety of software (including internet services) on a range of digital devices - To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	MS Access. **Programming** - To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - To use Turtle Logo and Scratch to write commands and algorithms.
Art and Design & Technology	**Learning Outcomes:** - To use the medium of drawing to explore the topic of the Roman Empire. - To know how a number of artists - including some from Mongolia use forms, materials and processes to suit their purpose. - To research and study the work of the focus artist: Anthony Browne - To use art as a means of self-expression. **Cooking and Nutrition** - To understand and apply the principles of a healthy and varied diet. - To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Learning Outcomes:** - To use the medium of painting to explore the topic of Living Together in Mongolia and Elsewhere. - To research and study the work of the focus artist: Vincent Van Gough. - To choose materials and techniques which are appropriate for their task. - To explain their own work in terms of what they have done and why. - To talk about works of art, giving reasons for their opinions. **Design and Technology** **Design** - To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** - To select from and use a range of tools and	**Learning Outcomes:** - To use the medium of sculpture and digital media to explore the topic of Extreme Earth. - To research and study the work of the focus artists: - LS Lowry, Michael Wilford and James Stirling. - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - To know about great artists, architects and designers in history.

		equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **Technical knowledge** ● To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. **Evaluate** ● To investigate and analyse a range of existing products. ● To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Music	**Singing** ● To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression ● To use and understand staff and other musical notations ● To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● To develop an understanding of the history of music Learning progression: ● To sing more complex call and response songs and chants from around the world (incorporating clapping stamping and basic rhythms) ● To learn simple songs with words on board (link to literacy) and then performing without words (memory recall). All songs will be presented in a 'singing along with a musician setting (i.e no basic singing along with videos as the task) ● To have an understanding of pitch (low, high, medium) will be developed through	**Percussion** ● To play and perform in solo and ensemble contexts, using and playing musical instruments with increasing accuracy, fluency, control and expression ● To improvise and compose music for a range of purposes using the interrelated dimensions of music ● To listen with attention to detail and recall sounds with increasing aural memory ● To use and understand staff and other musical notations ● To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● To develop an understanding of the history of music Learning progression: ● To play more complex call and response pieces and chants from around the world (incorporating clapping stamping and basic rhythms) ● To learn simple rhythms and recalling them without aid alongside differing rhythms.	**Tuned instruments/Songs** ● To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● To use and understand staff and other musical notations ● To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● To develop an understanding of the history of music Learning progression: ● To learn more complex rhythms and melodic parts and recalling them without aid alongside differing rhythms. ● To learn basic rhythmic musical notations (crotchet and quavers) applying pitch to those notations, and performing off of musical scores.

	vocal performances. ● To have an understanding of dynamic (quiet, loud, medium volume) which will be developed through vocal and percussive performances.	● To learn basic rhythmic musical notations (crotchet and quavers) and performing off of musical scores. ● To have the ability to recognise conducting signals from a conductor and applying these to their performance. ● To have an understanding of dynamic (quiet, loud, medium volume) which will be developed through vocal and percussive performances.	● To have the ability to recognise conducting signals from a conductor and applying these to their performance. ● To have an understanding of pitch (low, high, medium) which will be developed through vocal and tuned instrument performances. ● To have an understanding of dynamic (quiet, loud, medium volume) which will be developed through vocal and percussive performances.
Physical Education	**Consolidation of fundamental skills and introduction to invasion games.** ● To understand the aim of different invasion games. ● To link the appropriate skills in basic game scenarios ● To learn the rules of different games and begin to use them to play fairly. ● To understand why it is important to warm up. ● To identify when an individual or team is successful. ● To throw with some accuracy and catch with some consistency. ● To begin to work collaboratively with others to self-manage games. ● To play different games honestly showing respect for my opposition.	**Gymnastics** ● To use my own ideas as well as teacher guidance for movements in response to the task. ● To choose and plan sequences of contrasting actions. ● To complete actions with increasing balance and control. ● To move in unison with a partner. ● To choose actions that flow well into one another. ● To adapt sequences to suit different types of apparatus. ● To ,with teacher guidance, recognise how performances could be improved. ● To understand why it is important to warm up before gymnastics.	**Athletics** ● To run at a pace that he/she can maintain. ● To use different take off and landings when jumping. ● To develop jumping for distance and height. ● To take part in a relay activity, remembering when to run and what to do. ● To throw a variety of objects, changing my action for accuracy and distance. ● To demonstrate that he/she is supportive and can work collaboratively with others. ● To show determination to achieve his/her personal best. ● To understand why it is important to warm up before athletics. ● To identify when he/she is successful ● To be able to accept failure and use feedback to help improve.
Swimming	The following objectives are **stage 4** guidelines from Swim England. All students in year 3 should be working towards (or meeting) the following objectives: ● To Perform a sequence of changing		

	shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. ● To Push and glide from the wall towards the pool floor. ● To Kick 10 metres backstroke (one item of equipment optional). ● To Kick 10 metres front crawl (one item of equipment optional). ● To Kick 10 metres butterfly on the front or on the back. ● To Kick 10 metres breaststroke on the front (one item of equipment optional). ● To Perform a head first sculling action for 5 metres in a flat position on the back. ● To Travel on back and log roll in one continuous movement onto front. ● To Travel on front and log roll in one continuous movement onto back. ● To Push and glide and swim 10 metres, choice of stroke is optional. All Swim England **stage guidelines** are available to see. Please ask a member of the BSU PE team.		
Mongolian	**Learning objectives:** ● Vowel classification-long vowel and diphthong exercises ● Letter classification ● "Me" poetry ● "The Name" poetry ● Label your notebook correctly and use it neatly ● What happened on the way to the butterfly ● What happened to the fox cub" ● "It is my " ● Introduce yourself ● My relatives ● Five calves - know the characteristics of each calf ● Write sentences with pictures ● Know and name the ankle landing	**Learning objectives:** ● Riddle ● "The Pencil" poetry ● "The Red and Blue pencil" fairy tale ● Let's read and compose the three of world ● Working on the "Mongolian Migration" story ● Group words ending with "-р, -ра" ● The poem "Do not cast a shadow on the eggs of the birds of the field." ● Work on the "Picking Fruit" story ● Guess the riddle about Mongolian ger and it's complex ● Read, distinguish and mark words with "-р, -ра-,-ро" ● Read, distinguish and mark words with "-н, -на, -нэ, -но, нө" ● "The Little Mouse"	**Learning objectives:** ● "The Birthday present" ● Learn to spell words and move them to lines ● "The Bell" ● "Zoo "poem ● A quick reading exercise ● "The Three friends" Mongolian folk tale ● Know how to imagine characters ● "The wolf and Squirrel" ● "The Ingenious Lamb" ● "The Christmas tree" poetry ● "The Wise Father" ● "The Escaped shoes" "The Rose and Lark" ● Write the opposite word of the proverb ● Write a proverb with the opposite

	- Instructions for horse racing - What are instructions?What are instructions? - Read and understand product instructions - Working on the "The chubby , cute potato" story - Words ending with -Ж, Ч, Ш - Distinguish between male and female words and write correctly-ы, -ий - What do the professions smell like? poetry - Read and write greetings - Help the fisher rabbit how to group the words - Identify male and female words	- Work on the "Happy Flowers" story "The Tiger's cub" poetry "The Hedgehog and calf" "The Elephant and mouse" fairy tale - Write an inspirational story - Write a sentence "Spring" "The Brave Rabbit" "The Old man and son" - The dream of green leaves - Spell words with the same pronunciation correctly	meaning - Let's make a fairy tale "The way of learning" Mongolian folk tale "The Apple tree" "Honey in wooden barrels" "Tsoldoohoi became a woodpecker" - The Stumpies of The Flower City "The story of nine and zero" - Imagine writing and simulation - Funny Stories

Chinese	Learning Objectives:	Learning Objectives:	Learning Objectives:
	● To know the initials *b,p,m,f,d,t,n,l,g,k,h,j,q,x,zh,ch,sh,r,z,c,* basic 6 finals *a,o,e,i,u,ü* and their compound finals of Chinese Pinyin. ● To read and distinguish four tones, 1st tone "ˉ", 2nd tone "╱", 3rd tone "∨", 4th tone "╲" ● To make up of Chinese Syllables using the initials, finals and tones, and to know the rules of pinyin. ● To know 5 basic strokes of Chinese characters, dot "丶"、 horizontal "一"、 vertical "丨"、left-falling "丿"、right-falling "乀", and their compound strokes, to know how to write Chinese characters with right stroke orders. ● To know how to say and write basic greetings 你好, 你好吗，您好，谢谢，不谢 再见 in Chinese. ● To count numbers from 1-10, and numbers from 100 - 10,000 with hanzi "百, 千,万" ● To say and write 12 months with hanzi "月", 7 days of a week with hanzi "星期", and date with hanzi "月" and "日". ● To use the interrogative pronoun "什么" to talk about names with sentence "你叫什么 名字？" ● To talk about what somebody or something equals or belongs to with determinative sentence, "是" sentence. ● To turn the declarative sentences into a question with the particle "吗", being added at the end of a declarative sentence.	● To ask about the name and identity of a person using the interrogative pronoun "谁". ● To talk about nationality using the interrogative pronoun "哪", with the structure "哪+measure word/noun+noun". ● To make sentences that indicate possession using the structural particle "的" with the structure "noun/pronoun + 的 + noun" ● To form a question about the situation mentioned previously using the interrogative particle "呢" with the sentence pattern "A…….。B呢？" ● To talk about family members using interrogative pronoun "几" which is used to ask about a number under 10 and interrogative phrase "几口人". ● To talk about age under 10 and above 10 using the interrogative phrase "几岁" and "多大". ● To indicate acquiring an ability through learning with the modal verb "会" and it's negative form "不会", using the structure "Subject+会+Verb+Object." ● To use sentences with an adjective predicate to describe the nature or state of somebody of something, with the structure "Subject+adverb of degree 很/不 +Adjective" ● To ask about the manner of an action with the interrogative pronoun "怎么".	● Expression of a date with the principle of "the bigger unit coming before the smaller one" with "年, 月, 号/日, 星期". ● To indicate age, time, date,price and so on, using the sentence with a nominal predicate in the sentence, with the structure "Subject+age/time/date/price". ● Using the sentences with a serial verb construction which consists of two or more verbs to describe the latter verb can be the purpose of the former, with the structure "Subject+Verb1+Verb2". ● To express a hope or plan using the modal verb "想" before a verb, with structure "S+想+V+O". ● To ask numbers larger than 10 with the interrogative pronoun "多少", and to inquire about prices with the sentence pattern "……多少钱？" ● To know the expression of the amount of money, the basic unit of Renminbi "元"and "块". ● To know the measure word "个" which is the most common measure word in Chinese, and "口" which used for members of a family. ● To know the structure of Chinese Characters: (1) single-component and compound, for example, "人", "你". (2) left-right and left-middle-right, for example, "好", "谢". (3) top-bottom and top-middle-bottom, for example, "是" ,"高".