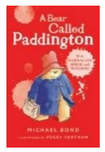
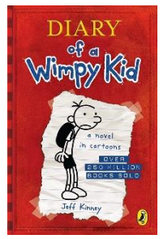
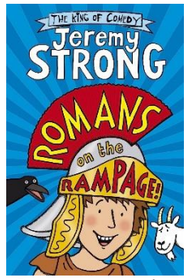
Lea Community Primary School Curriculum Overview 2023-2024

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Topic	What's the most significant London landmark?	Why do people live near volcanoes?	How do magnets work?	What did the Romans do for us?	What did the Romans do for us?	What do stories teach us?
Enrichment	VR trip around London? Re-enact Stone Age?	Outdoor adventure day?	Build their own Iron Man?	Roman outreach? Y3/4 performance.	Dissect a plant Dress as an 18th century child Make a gallery- invite parents	Spider show Hindu visitor Class assembly- music and poetry performance
Focus Texts	**Bridging unit- A Bear Called Paddington (6-7 weeks)**  A Bear Called Paddington by Michael Bond  Look Inside London by Jonathan Melmoth (Usborne)	**Talk unit- The Green Children (6-7 weeks)**  The Green Children by Kevin Crossley Holland  The Night Gardener by Terry Fan	**Lancashire unit- Iron Man (6 weeks)**  The Iron Man by Ted Hughes  Diary of a Wimpey Kid By Jeff Kinney	**Talk unit- Romans (non-fiction) (4-5 weeks)**  Romans on the Rampage by Jeremy Strong	**Talk unit- Romans (Narrative) (4-5 weeks)** Queen Boudica's Revenge! By Stephen Kenyon	**Talk unit- The Spider and the Fly (6-7 weeks)** Spider and the Fly by Stephen Kenyon  Spider and the Fly poem Mary Howitt
Hinterland knowledge	**Fiction** Best-Loved Paddington Stories by Michael Bond	**Fiction** The Greenling The Green Ship	**Fiction** The Iron Woman by Ted Hughes.	**Fiction** Rotten Romans So you think you've got it bad? (A kid's life in Ancient Rome)	**Fiction** Queen of Darkness My Family and Other Romans	**Fiction** Charlotte's Web The Spider and the Fly **Non-fiction**

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	The Complete Adventures of Paddington by Michael Bond Paddington film (PG) 2014 Paddington 2 film (PG) 2017 Paddington 2: Story of the Movie by Anna Wilson **Non-fiction** Kids' Travel Guide London (Flying Kids) I-spy London: What Can You Spot? (Collins Michelin i-SPY Guides) 50 Things to Spot in London (Usborne Spotter's Cards) Top Trumps London cards: 30 Things to See Pop-Up London by Jennie Maizels See Inside London by Rob Lloyd Jones (Usborne)	Grandpa Green **Non-fiction** Range of instructions Plantopedia Gardening projects for kids	My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek. The Diary of Dennis the Menace by Stephen Butler. Diary of a Wimpy Kid by Jeff Kinney. **Non-fiction** Recounts page from the BBC Bitesize website Range of diary extracts. Diary models written by the teacher at an appropriate for the class.	Land of the Gods Revolt Against Romans A Roman Story by Leila Rasheed **Non-fiction** What Did the Romans Do for Us?	The Captive Celt Boudica's Army- I Was There **Non-fiction** What Did the Romans Do for Us?	Spiders (National Geographic) All Things Spiders for Kids **Poetry** The Spider and the Fly
English	**A Bear Called Paddington** Narrative Persuasive leaflets	**The Green Children** Folk Tale Instructions	**The Iron Man** Narrative Recount	**Romans** Information text	**Romans** Story on a theme	**The Spider and the Fly** Classic Poetry Narrative
Computing	**Online Safety** **Coding** National Curriculum Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple	**Online Safety** **Spreadsheets** National Curriculum 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. Use technology safely, respectfully and	**Online Safety** **Touch Typing** **E-mail** National Curriculum Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of	**Online Safety** **Branching Databases** National Curriculum 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.	**Online Safety** **Simulations Grasping** National Curriculum 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.	**Online Safety** **Presenting using PowerPoint** National Curriculum 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.

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	algorithms work and to detect and correct errors in algorithms and programs.	responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Maths	Telling the time Place value Addition and subtraction *Shape*	Addition and subtraction Multiplication and division *Length and Perimeter*	Multiplication and division Money *Mass and capacity*	Money Fractions *Mass and capacity*	Fractions *Shape and measure consolidation*	Statistics Time
Science	Animals: Movement and Nutrition <u>National Curriculum</u> Identify that 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Materials: Rocks and Soils <u>National Curriculum</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Forces: Magnets <u>National Curriculum</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles.	Energy: Light and Shadows <u>National Curriculum</u> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Plant Reproduction <u>National Curriculum</u> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Making Connections <u>National Curriculum</u>

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			Predict whether two magnets will attract or repel each other, depending on which poles are facing.			
Working Scientifically	National Curriculum Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	National Curriculum Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	National Curriculum Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	National Curriculum Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	National Curriculum Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	National Curriculum

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				Using straightforward scientific evidence to answer questions or to support their findings.		
PSHE	**Relationships** Transition *Summative assessment at the end of each unit.* Relationships- Touch Feelings and emotions- grief Fire safety- texting while driving *Online safety- Making friends online* *Summative assessment at the end of each unit.*		**Living in the Wider World** *Summative assessment at the end of each unit.* Our world- looking after our world Being responsible - stealing Keeping and staying safe- staying safe, leaning out of the window *Online safety* *Online safety*		**Health and Wellbeing** *Summative assessment at the end of each unit.* Keeping healthy- Medicine Hazard watch- is it safe to play with? **RSE**	
RE	**Christianity** (God) How (and why) have some people served God?	**Islam** Why is the Prophet Muhammad (pbuh) an example for	**Christianity** (Jesus) What does it mean to be a disciple of Jesus?	**Christianity** (Church) What do Christians mean by the 'Holy Spirit'?	**Sikhism** Why are the Gurus important to Sikhs?	**Hindu Dharma** Why is family an important part of Hindu life?
Geography		**Why do people live near volcanoes?** National Curriculum 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. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement	**Are all settlements the same?** National Curriculum 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. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. understand geographical similarities and			**Who lives in Antarctica?** National Curriculum 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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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		and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History	**Would you prefer to live in the Stone Age, Iron Age or Bronze Age?** NC links: Changes in Britain from the Stone Age to the Iron Age			**Why did the Romans settle in Britain?** NC links: The Roman Empire and its impact on Britain	**How have children's lives changed?** NC links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	

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				Local history link: Ribchester	Local history link: Archives- Mills	
Music	**South Africa (Instrumental scheme)** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	**Ballads** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	**Pentatonic scales (Chinese New Year)** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Traditional instruments and improvisation (India)** <u>National Curriculum</u> Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Whole class music tuition Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music	**Whole class music tuition Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music
Art	**Drawing** *Artists: Georgia O'Keefe and Maud Purdy* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas	Painting and mixed media – **Prehistoric painting** stone age *Artists: cave paintings* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas			**Sculpture and 3D Abstract shape** *Artists: Anthony Caro and Ruth Asawa.* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas	

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	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	
DT			**Digital world: Electronic charm** Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products. <u>National Curriculum</u> 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of computing to program, monitor and control their products.	**Structures: Constructing a castle** Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them. <u>National Curriculum</u> 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		**Food: Eating seasonally** Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes. <u>National Curriculum</u> Understand and apply principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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				Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		
PE	Athletics Invasion Games – Netball <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Gymnastics Activities 1 Invasion Games – Rugby <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance – Ironman Invasion Games – Basketball <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Perform dance using a range of movement patterns	Gymnastics Activities 2 Net and Wall Unit Core Task 1 <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Athletics Striking and Fielding – Cricket <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	OAA – Trust and Trails Striking and Fielding – Rounders <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Take part in outdoor and adventurous activity challenges both individually and within a team
MFL	French Greetings. <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	French Adjectives of colour, size and shape. <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into	French playground games <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	In a French classroom <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into	French Transport <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into	A circle of life links to Science Living things <u>National curriculum objectives</u> Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into

	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.