

## Key Skills - Year 3

<b><u>Geography</u></b>			
<b><u>Geographical skills and fieldwork</u></b>	<b><u>T1&amp;T2</u></b>	<b><u>T3&amp;T4</u></b>	<b><u>T5&amp;T6</u></b>
<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>			
<i>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world</i>			
<i>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, graphs and digital technologies.</i>			
Can I identify what a place is like? What and who will I see in this place? Why are these people here and what they are doing?			
Can I find out about places and the features in those places by looking at information sources?			
Can I use sentences, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places?			
Can I use vocabulary related to human and physical features?			
Can I make field sketches and digital images?			
Can I use atlases, maps, globes to research a location?			
Can I use aerial photos to observe features?			
Can I draw a simple plan or map using grid references and key?			
Can I use GIS to investigate land use changes?			
Can I discuss and form opinions about environmental issues using evidence provided?			
<b><u>Locational skills</u></b>	<b><u>T1&amp;2</u></b>	<b><u>T3&amp;4</u></b>	<b><u>T5&amp;6</u></b>
<i>Locate the world's countries using maps to focus on Europe, North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i>			
<i>Name and locate counties and cities of the UK, 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.</i>			
<i>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including night and day).</i>			
Can I recognise physical and human features of a rainforest (biomes, climate zone and rivers)?			
Can I recognise how settlement can change how land is used?			
Can I understand the impact of deforestation on the rainforest?			

Can I explain how different organisations help protect the rainforest?			
<b>Place Knowledge</b> <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use images to describe a rainforest location (human and physical features; rivers, hills, mountains, man-made, deforestation)?			
Can I identify the countries and main cities in the U.K?			
Can I explain how physical features affect a place?			
Can I compare a country or city (perhaps a South American country) in the past and present? What has changed? What is the same?			
Can I compare Bristol with a South American city?			
<b>Human and Physical Geography</b> <i>Describe and understand the key aspects of: Physical geography, including :climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle 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</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I locate major cities in the U.K?			
Can I locate countries in Europe and South America?			
Can I identify Brazilian tribal settlements (Houses on stilts)?			
Can I begin to explain what the weather is like every day in a rainforest?			
Can I begin to explain what effect the River Amazon has on the rainforests of the area?			
Can I begin explain the impact of deforestation on the rainforest?			
Can I begin to explain how the indigenous peoples of the rainforests live and what types of settlements they live in?			
Can I begin to explain what part rainforests play in the water cycle?			
<b><u>History</u></b>			
<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
1) Changes in Britain from the Stone Age to the Iron Age	1) The Roman Empire and its impact upon Britain 2) The impact of the slave trade on Bristol?	1)Britain’s settlement by Anglo Saxons	1) A non-European society that provides contrast with British history (Mayan civilisation c. AD 900)

2) The achievements of the earliest civilisations (Ancient Egypt)		2) The Viking and Anglo-Saxon struggle for the Kingdom of England	2) A study of an aspect or theme in British history (the first policemen - Law & Order)
<b><u>Whole School Enrichment Opportunities</u></b>			
1) Ancient Greece – to be covered every four years to coincide with the Olympics			
2) Local Study – Millpond Primary School			
3) Any additional history of interest to the pupils			
<b><u>Historical Knowledge</u></b>			<u>T1&amp;2</u>
<i>To be personalised for each topic</i>			<u>T3&amp;T4</u>
Can I describe key historical events of the period in question?			<u>T5&amp;6</u>
Can I recognise and explain why people in the past acted as they did?			
Do I have a secure knowledge and understanding of the period in question?			
Can I describe significant people from the period in question?			
Can I explain the impact of significant people from the period in question? (legacy etc.)			
<b><u>Chronological Understanding</u></b>			<u>T1&amp;2</u>
<i>When did events take place and when how did they fit in with each other?</i>			<u>T3&amp;4</u>
Can I place events, people and artefacts from the period in question in chronological order?			<u>T5&amp;6</u>
Can I use BC and AD to describe when events took place during the period in question?			
Can I explain how events which took place during the period in question relate to each other using appropriate historical language?			
<b><u>Historical Interpretation</u></b>			<u>T1&amp;2</u>
<i>What skills do the pupils need in order to find out about the past?</i>			<u>T3&amp;4</u>
Can I ask questions and find answers about the past, using evidence given to me?			<u>T5&amp;6</u>
Can I use artefacts, pictures, photographs, information books, visitors and visits to historical sites to help me find out about the past?			
Can I recognise that the past can be represented in different ways?			
Can I identify primary sources (from the time studied) and secondary sources (produced after the event)			
Can I start to understand how useful these sources are to finding out about the past?			
<b><u>Historical communication (Link to English, Maths and IT)</u></b>			<u>T1&amp;2</u>
<i>How are the pupils going to showcase their knowledge and understanding to others?</i>			<u>T3&amp;4</u>
Can I use given vocabulary to describe the key features of a time period?			<u>T5&amp;6</u>
Can I write a newspaper report about a historical event?			

Can I use a Venn diagram to sort things into past and present?			
Can I display my historical knowledge in a PowerPoint presentation?			
<b>Building an overview of world history</b> <i>The bigger picture: to develop a mature and informed perspective of the world</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I know that time periods overlap and also happen in the world at the same time			
Can I make simple links to time periods studied previously?			
Can I compare and contrast religious beliefs of a past society? (R.E. link)			
Can I identify and describe important people and events that helped change people's lives (for better or worse)?			
<b><u>Science</u></b>			
<b>Working Scientifically</b> <i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I ask relevant questions?			
Can I use different types of scientific enquiry to answer questions?			
Can I set up simple practical enquiries, comparative and fair tests?			
Can I talk about criteria for grouping, sorting and classifying: and use simple keys?			
Can I make systematic and careful observations, take accurate measurements using standard units (where appropriate) use a range of equipment (including thermometers and data loggers)?			
Can I gather, record, classify and present data in a variety of ways to help in answering questions?			
Can I record findings using simple, scientific language, drawings, labelled diagrams, keys, bar charts and tables?			
Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?			
Can I use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?			
Can I discuss how scientific ideas have changed over time?			
Can I use straightforward scientific evidence to answer questions or to support findings?			
Can I use relevant scientific language to discuss my ideas and communicate my findings?			
<b>Plants</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</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 flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal			
<b>Animals including humans</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</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			
<b>Rocks</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</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			
<b>Light</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</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 our eyes			
Recognise that shadows are formed when the light from a light sources is blocked by a solid object			
Find patterns in the way that the size of shadows change			
<b>Forces and Magnets</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Compare how things move on different surfaces			
Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance			
Observe how magnets attract or repel each other and attract some materials and not others			
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials			
Describe magnets as having 2 poles			
Predict whether 2 magnets will attract or repel each other, depending on which poles are facing			
<b><u>Art and Design</u></b>			
<b>Drawing Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I use different grades of pencil?			
Can I control a pencil?			

Can I use a sketchbook to record observations and explore ideas?			
Can I colour neatly, following the lines carefully?			
<b>Painting Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I mix primary colours to achieve secondary colours?			
Can I control a paintbrush and use it so that my brushstrokes are starting to look even and controlled?			
Can I use watercolours to produce washes for backgrounds and then add detail?			
<b>Printing Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I create a print using colour, shape and line to create patterns?			
<b>Sculpture Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
<b>Textiles Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I weave with fabrics and thread?			
Can I use running stitch to join fabrics?			
Can I use a needle and knot a thread?			
<b>Collage Skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I cut and tear paper?			
Can I sort and arrange collage materials for a specific purpose?			
Can I use paste or glue?			
<b>Communication including computing skills</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I describe my work using these key words: line, tone, texture and shape?			
Can I write about ideas and add sketches to my sketchbook?			
Can I say what I think about my own and others' work?			
Can I make thoughtful observations about starting points for work?			
Can I use my sketchbook to explore ideas?			
<b><u>Design and Technology</u></b>			
<b><u>Design</u></b>			
<b><u>To understand contexts, users and purposes</u></b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can investigate similar products to get ideas, list key features and understand how they work			
I can describe the purpose for my product			
I can list design features that will appear to the intended users			
I can explain how parts and the whole product works and how it will be made			
I can research information about the needs and wants of users			
I can develop a design criterion to inform ideas			

To generate, develop, model and communicate ideas	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can use prototypes to inform my ideas			
<b>Planning</b>			
I can explain my choice of materials, components to fit functional properties and aesthetic properties			
I can select suitable tools/equipment, materials/components			
I can list/order the main stages			
<b>Practical skills and techniques</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can follow procedures for safety and hygiene			
I can measure, mark, cut out and shape textile materials/components with increasing accuracy			
I can assemble, join and combine materials and components and apply a range of finishing techniques with accuracy			
<b>Key events and individuals</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can learn about inventors, designers, engineers (Brunel, Telford etc. in Bristol) and manufacturers who have developed innovative and ground-breaking products			
<b><i>Technical Knowledge – Textiles, Construction and Sheet Materials</i></b>			
<b>Knowledge and application of practical skills and techniques</b>	<u>T&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can make strong, stiff shell structures			
I can use my learning from science, maths, computing and art			
I can understand functional and aesthetic qualities of materials			
I can use an increasing range of technical vocabulary correctly/accurately			
I can understand that a single fabric shape can be used to make 3D a textiles product			
<b><i>Cooking and Nutrition</i></b>			
<b>Planning and Technical Knowledge</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can follow procedures for safety and hygiene			
I can list the order of the main stages of making			
I can select and explain my choice of tools and equipment, materials and components			
<b>Where food comes from</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I know that food is grown, reared and caught in the U.K, Europe and the wider world			
I know that seasons may affect the availability of food and alter the types of food available at different times of the year (in terms of seasonal produce)			
I understand how food is processed into ingredients that can be eaten or used in cooking			
<b>Food preparation, cooking and nutrition</b>	<u>T1&amp;2</u>	<u>T374</u>	<u>T5&amp;6</u>
I can measure, assemble ingredients, and apply finishing techniques with increasing accuracy			

I know how to use a range of techniques; peeling, chopping, slicing, grating, mixing, spreading, kneading and baking						
I know that a healthy diet is made up from a variety and balance of different food and drinks						
<b>Key events and individuals</b>				<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
I can learn about inventors, designers, engineers (e.g. cooking appliances), chefs (Jamie Oliver/Healthy Schools) and manufacturers who have developed innovative and ground-breaking products						
<b>Computing</b>						
<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>
Word/Publisher Skills E- Safety - Using Google search engine to research Excel to record and present data Publisher: Map of locality. Take and insert digital photos. PowerPoint presentation: Welcome to My Local Area Email/blogging/Website forum Video record scenes from Terms 5&6 Ancient Egypt theme		E-safety & sending/replying to emails respond to message through school blog/online forum branching databases (linked to natural disasters theme) Digitally record image and sound using Movie Maker. Create a piece of music using ICT Using logo (modelling, controlling and sensing). Internet research (search engines) Present information using Word and PowerPoint		Animation related to the Anglo Saxons or Vikings Use of Blender to create a 3D model of the Solar System Video Adverts filmed on digital camcorders. Edited in Movie Maker and soundtrack created using Audacity. Blogging. Use school's blog/online forum/VLE to increase security or Blogger or Word Press could be used.		Internet safety – local skills zone type visit/enrichment activity. Communication/collaboration A study of an aspect or theme in British history. Data analysis Use and combine a variety of software. Controlling and simulating physical systems (linked to DT) Photography
<b>Whole School Enrichment</b>						
Understanding the importance of e-safety both at home and at school. Knowing where to seek help if needed.						
<b>Using Technology</b>				<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>

Can I continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, video recorders, camcorders, mobile phones etc.			
Can I increase my typing speed? Aim to reach the accepted competency rate for children of 15WPM by the end of Year 3?			
Can I make sensible choices about the technology I use to help with my work, and to justify my choices - for example why I have chosen a tablet rather than a laptop?			
Can I understand the purpose of and use independently a range of different technology?			
Can I make choices about when to use technology, which piece(s) of technology to use, which software/tools to use on the technology and be able to explain my choices to others?			
Can I become increasingly familiar with a range of devices and increasingly develop my independence and confidence in using these devices?			
Can I continue to increase my typing speed and be encouraged to use a range of resources to help me with this?			
Can I make increasingly sensible choices about the technology that I use to help my work and justify my choices?			
Can I continue to become familiar with a range of devices and further develop my independence and confidence in using these devices?			
Can I continue to increase my typing speed and be encouraged to play games at home and in school which help me with this?			
Using the Internet	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I develop key questions to search for specific information with purpose to answer a problem e.g. to find out about different Egyptian Gods?			
Can I understand how a search engine works and begin to create and enter appropriate search strings?			
Can I save and retrieve accessed information through the use of Favourite, History and Save As?			
Can I understand that some information found through searching is more relevant than others?			
Can I use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information (ref: creating and publishing unit?)			
Can I talk about and describe the process of finding specific information?			
Can I understand that a website has unique a web address?			
Can I begin to recognise that anyone can author on the Internet and sometimes authors on the internet can produce content which is offensive, rude and upsetting?			
Can I follow the school rules regarding e-safety of an upsetting/distressing nature is found?			
Communicating and Collaborating online	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I begin to use on-line tools, such as Google docs and sites to collaborate together?			

Can I begin to understand that Cloud based tools can allow multiple people to contribute to shared documents for example Google docs or Kid's blog?			
<b>Creating and Publishing</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to word process a range of work in other curriculum areas, using more advanced word processing features such as columns and borders?			
Can I work with others collaboratively to produce a presentation using cloud-based tools?			
Can I understand the differences between a word processor and desktop publishing tools and use desk top publishing tools to help create posters, leaflets and other documents which require specific formatting?			
<b>Digital media</b>	<u>T1&amp;2</u>	<u>T374</u>	<u>T5&amp;6</u>
Can I independently record video for a range of purposes, paying attention to the quality of the video capture?			
Can I take photographs for a specific reason or project and/or find appropriate images on-line?			
Can I create a video out of still images?			
Can I use the computer to perform photo edits and create a range of digital creations using photos?			
Can I record sound using ICT that can be stored and played back and independently use a range of tools to record sound?			
Can I use a computer to sequence short pieces of music using a small selection of pre-recorded sounds?			
<b>Using Data</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to use technology to create graphs and charts?			
Can I understand what a database is, and the basic structure of a database?			
Can I create graphs from pre-made databases, and enter own data into a database and generate graphs using these?			
Can I use other software to present these findings as appropriate? (This could focus on Excel or Textease)			
<b>Programming and Control</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I continue to develop understanding of how a computer and technology works, focusing on computational thinking?			
Can I begin to plan more complex sequences of instructions for on-screen and floor turtles test and amend these instructions?			
Can I use software to create basic puzzles and quizzes, changing parameters (e.g. time allowed, points, number of pieces etc.) to customize the puzzle or quiz?			
Can I use a computer to create basic applications, investigating how different variables can be changed and the effect this has?			
<b>Modelling and Simulation</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>

Can I use a range of increasingly complex simulations to represent real life situations? Can I continue to explore simulations as appropriate and as a link with other curriculum areas and discuss the benefits of using these simulations? Can I use simulations to make and test predictions?			
<b>PE</b>			
<b>Running, jumping, throwing and catching</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I consolidate existing skills of running, throwing, catching and skipping?			
Can I use running, jumping, throwing and catching skills to a basic level?			
Can I move with careful control and co-ordination?			
Can I use my running, throwing, jumping and catching skills in isolation?			
Can I jump in a number of ways?			
Can I sprint over a short distance?			
Can I run over a longer distance conserving energy?			
<b>Play competitive games where appropriate and apply basic skills and principles in these</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I develop some tactics for the game I am playing?			
Can I follow simple rules of a modified game?			
Can I develop the range of consistency of my skills in all games?			
Can I play as part of a team?			
<b>Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I balance on different body parts?			
Can I move with careful control and co-ordination?			
Can I use simple techniques when learning new skills? E.g. to throw new equipment, to jump or run in new ways			
Can I consolidate and improve the quality of my actions, body shapes and balances, and in my ability to link movements? E.g. using bunny hops, egg rolls and log rolls.			
<b>Perform dances using a range of movement patterns</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I link 2 or more actions together to make a sequence?			
Can I perform my dance actions with control and co-ordination?			
Can I create And link dance phases?			
<b>Take part in outdoor and adventurous activity challenges both individually and as part of a team</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I develop a range of skills and work with others to solve challenges in a familiar environment?			
Can I develop and refine orienteering and problem-solving skills when working in groups and as an individual?			
Can I be an effective team member?			
<b>Compare performance with previous ones and demonstrate improvement to achieve personal bests</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>

Can I talk about the differences between my own and others' performances?			
Can I say what has and hasn't gone well and why/why not?			
<b>Swimming and water safety</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I consolidate and develop the quality of my skills e.g. front crawl, back crawl, breaststroke, and floating and survival skills?			
Can I use my arms and legs correctly whilst lying on my front and back?			
Can I use a stroke that I am confident with to aid personal survival skills?			
<b>Lead healthy, active lifestyles</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I talk about how exercise makes me feel?			
Can I describe how my body feels during different activities, using parts of the body to describe the effects?			
Can I choose the right clothing to wear for certain sports?			
<b>Music</b>			
<b>Sing and play with increasing confidence and control, develop musical understanding, organize and manipulate ideas and reproduce sounds from aural memory</b>	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I perform a simple tune with my voice within an ensemble?			
Can I compose music for effect using pitch, tempo, duration and dynamics?			
Can I listen and internalize songs by singing parts of a song in my head?			
Can I use dot notation to order beat?			
Can I explain similarities and differences within a variety of music?			
Can I compare musical instruments from different eras?			
<b>MFL</b>			
	<u>T1&amp;2</u>	<u>T3&amp;4</u>	<u>T5&amp;6</u>
Can I repeat and understand the alphabet (Phonic pronunciation)?			
Can I join in with simple songs and rhymes?			
Can I use simple greetings?			
Can I make simple statements about name and age?			
Can I pronounce each letter of the alphabet?			
Can I use simple known phrases to communicate information about myself?			
Can I recognise and read simple words?			
Can I count to ten using a song or rhyme?			
Can I recall, retain and use simple vocabulary?			
Can I write simple words from memory?			
Can I use simple adjectives and nouns (e.g. colours) orally?			

I know that nouns are female and male			
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