



Year 3 Curriculum

Autumn 2 2023 - 2024

Swallowdale Curriculum

Dear Families,

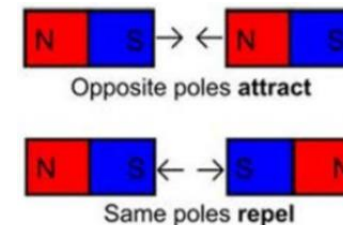
This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



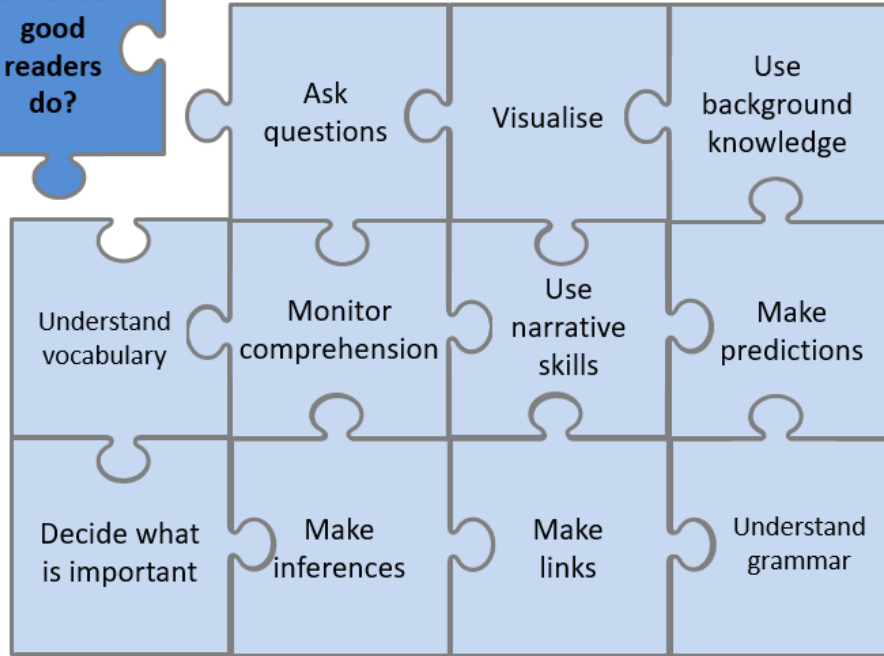
Year 3 Long Term Plan 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation
Maths	Place Value Addition Subtraction	Multiplication Division	Multiplication Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
Science	Animals, including humans	Animals, including humans	Forces and magnets	Rocks	Plants	Light
History and Geography	Stone Age to Iron Age	The UK Regions	Ancient Egypt	Settlements	Ancient Greece	Water Cycle
Art and Design and Technology	Drawing: Emma Fitzpatrick	Food and Nutrition: Eating Seasonally	Sculpture: Carole Peace	Construction: Castles	Painting: Van Gogh	Textiles: Cushions
Religious Education	Hinduism	How do festivals and worship show what matters to Jewish people?	TBC	TBC	TBC	TBC
PSHE	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
Computing	Connecting Computers	Animation	Digital Writing	Branching Databases	Desktop Publishing	Events and Actions in Programs
Physical Education	Gymnastics / Fundamentals	Dance / Ball Skills	Basketball / Golf	Yoga / OAA	Tennis / Tag Rugby	Cricket / Athletics
Music	Writing Music	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
French	Core Unit 1		Core Unit 2		Core Unit 3	

Year 3 English Reading



What do good readers do?



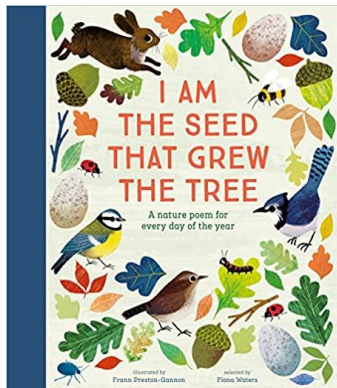
Reading Lessons

Using our school jigsaw, I will consider what good readers do in the moment of reading and after reading, and these skills will be modelled and practised during my lessons. I will practise reading aloud to develop my fluency and prosody. I will read a range of fiction, non-fiction and poetry each term. My reading work will be recorded in my reading journal.

Independent Reading

I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the coloured dot at the back of the book. My reading level is assessed at school using a Benchmarking assessment and this will be checked throughout the year. My reading book should not be too tricky as this book is for me to read fluently and to understand what I have read so I can enjoy it. I may also select a book from the class or school library. I should record my independent reading in my school reading diary each week and show my teacher.

Our Class Poetry Books



Reading for Pleasure - Our Class Book

This is the book we will read and discuss in class each day. We will identify key vocabulary and learn to summarise the key information each time we read.



When war threatens her beloved city, Rowan and her mother must flee to the Dark Forest, meeting Grandpa and his white wolf Arto for the first time. Though she misses her father, Rowan makes new friends - including a trio of powerful witches. When she rescues a baby dragon from poachers, she discovers the secret of her own identity: Rowan is a wildsmith! But when danger threatens, Rowan and her grandpa must call on all their friends for help.

Statutory Spelling Words for Year 3 and Year 4

accident	business	eight	guide	medicine	possession	special
accidentally	calendar	enough	heard	mention	possible	straight
actual	caught	exercise	heart	minute	potatoes	
actual	centre	experience	height	natural	pressure	
actually	circle	experiment	history	naughty	probably	
address	complete	extreme	imagine	notice	promise	
answer	consider	famous	increase	occasion	purpose	
appear	continue	favourite	important	occasionally	quarter	
arrive	decide	February	interest	often	question	
believe	describe	forward	island	opposite	recent	
bicycle	different	forwards	knowledge	ordinary	regular	
breath	difficult	fruit	learn	particular	reign	
breathe	disappear	grammar	length	perhaps	remember	
build	early	group	library	position	sentence	
busy	earth	guard	material	possess	separate	



Year 3 English Writing



At Swallowdale, we follow a five-stage process for writing and in Y3 I will write for different purposes: to entertain, to inform, and to persuade.



Content to be taught and applied in writing this year

Word	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve) • Correct use of more complex and near homophones • Use of a wider range of subordinating conjunctions (e.g. when, if, although) • Use of specific nouns for clarity (e.g. terrier not dog) • Use of first/third person
Sentence	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in)
Text	<ul style="list-style-type: none"> • Use of paragraphs as a way to group related material • Use of headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play. / He went out to play.)
Punctuation	<ul style="list-style-type: none"> • Use of inverted commas to punctuate direct speech
Terminology	<ul style="list-style-type: none"> • preposition, determiner, synonym • word family, prefix, first/third person • clause, subordinate clause, • inverted commas , direct speech

Spelling

I will use the Sounds and Syllables approach in my spelling lessons and when I am writing. I will also learn to read and spell the statutory words for LKS2.



What will I be writing?

I will be learning to group related information together in paragraphs as I write a non-chronological report. I will use headings and subheadings to organise information.

Year 3 Mathematics - Autumn



Place Value

I will recognise, read and write numbers to 1000.

H	T	O
8	2	5

I will recognise the place value of each digit in a number.

I can count in 50s.

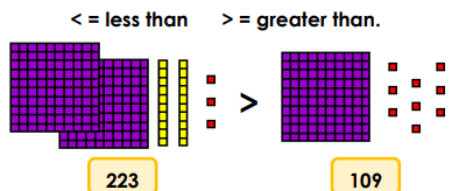
50, 100, 150, 200, 250, 300, 350

I can find 10 and 100 more or less

To find 10 more or less than a number, you first need to find the digit in the tens place.

H	T	O
6	3	9

We can compare numbers and objects using the < and > symbols.

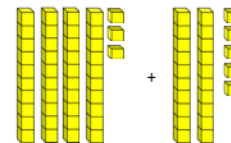


Addition

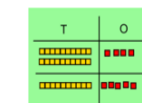
I will add a 2 digit number and ones, a two digit number and tens, 2 two digit numbers and 3 one digit numbers.

Use column method for adding without regrouping

$$\begin{array}{r} 43 + 25 = 68 \\ 40 \quad 3 \quad 20 \quad 5 \end{array}$$



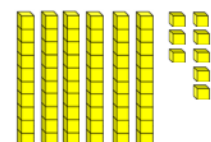
concrete



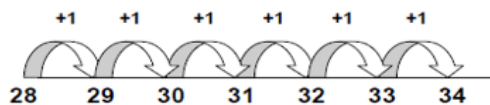
abstract

$$\begin{array}{r} 24 \\ + 15 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 40 + 20 = 60 \\ 3 + 5 = 8 \\ 60 + 8 = 68 \end{array}$$



$$28 + 6 = 34$$



Use expanded column method with regrouping

$$\begin{array}{r} 40 + 9 \\ 20 + 3 \\ 60 + 12 = 72 \end{array}$$

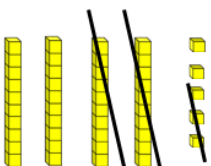
Subtraction

I will subtract ones from a two digit number, tens from a two digit number and a two digit number from a two digit number.

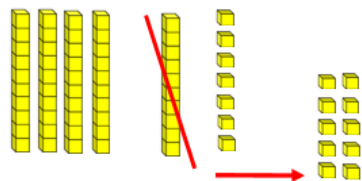
$$\begin{array}{r} 45 - 23 = 22 \\ 40 \quad 5 \quad 20 \quad 3 \end{array}$$

Use column method without regrouping

$$\begin{array}{r} 40 - 20 = 20 \\ 5 - 3 = 2 \\ 20 + 2 = 22 \end{array}$$



$$57 - 19 = 38$$



Exchange a ten stick for 10 ones

$$\begin{array}{r} 54 \\ - 16 \\ \hline 38 \end{array}$$

Multiplication and division

Multiplication Facts

Pupils continue to practice their mental recall of multiplication tables.

3x Table	4x Table	8x Table
0 x 3 = 0	0 x 4 = 0	0 x 8 = 0
1 x 3 = 3	1 x 4 = 4	1 x 8 = 8
2 x 3 = 6	2 x 4 = 8	2 x 8 = 16
3 x 3 = 9	3 x 4 = 12	3 x 8 = 24
4 x 3 = 12	4 x 4 = 16	4 x 8 = 32
5 x 3 = 15	5 x 4 = 20	5 x 8 = 40
6 x 3 = 18	6 x 4 = 24	6 x 8 = 48
7 x 3 = 21	7 x 4 = 28	7 x 8 = 56
8 x 3 = 24	8 x 4 = 32	8 x 8 = 64
9 x 3 = 27	9 x 4 = 36	9 x 8 = 72
10 x 3 = 30	10 x 4 = 40	10 x 8 = 80
11 x 3 = 33	11 x 4 = 44	11 x 8 = 88
12 x 3 = 36	12 x 4 = 48	12 x 8 = 96

Division Facts

Pupils continue to practice their mental recall of division facts linked to multiplication tables.

3x Table	4x Table	8x Table
0 ÷ 3 = 0	0 ÷ 4 = 0	0 ÷ 8 = 0
3 ÷ 3 = 1	4 ÷ 4 = 1	8 ÷ 8 = 1
6 ÷ 3 = 2	8 ÷ 4 = 2	16 ÷ 8 = 2
9 ÷ 3 = 3	12 ÷ 4 = 3	24 ÷ 8 = 3
12 ÷ 3 = 4	16 ÷ 4 = 4	32 ÷ 8 = 4
15 ÷ 3 = 5	20 ÷ 4 = 5	40 ÷ 8 = 5
18 ÷ 3 = 6	24 ÷ 4 = 6	48 ÷ 8 = 6
21 ÷ 3 = 7	28 ÷ 4 = 7	56 ÷ 8 = 7
24 ÷ 3 = 8	32 ÷ 4 = 8	64 ÷ 8 = 8
27 ÷ 3 = 9	36 ÷ 4 = 9	72 ÷ 8 = 9
30 ÷ 3 = 10	40 ÷ 4 = 10	80 ÷ 8 = 10
33 ÷ 3 = 11	44 ÷ 4 = 11	88 ÷ 8 = 11
36 ÷ 3 = 12	48 ÷ 4 = 12	96 ÷ 8 = 12



Year 3 Science Knowledge Organiser

Animals, including humans



Key vocabulary

- **nutrients:** Useful substances that helps animals and plants to grow.
- **carbohydrates:** Foods that gives us energy.
- **proteins:** Help our bodies to grow, repair and build muscles.
- **vitamins and minerals:** Substances found in food (fruit and vegetables) which keep us healthy.
- **fibre:** Helps keep your digestive system in good working order.
- **skeleton:** Supports and protects the body, allowing it to move.
- **bones:** The hard parts inside your body which form the skeleton.
- **muscles:** Are attached to your bones to make them move.

Significant scientist



Wilhelm Conrad Röntgen (1845-1923) was a German physicist who discovered x-rays in 1895. He was awarded many honours and won the Nobel Prize for physics in 1901.

What should I already know?

- I can name and describe animals including fish, amphibians, reptiles, birds and mammals.
- I can name animals that are carnivores, herbivores and omnivores.
- I can name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- I know that animals, including humans need water, food and air to survive.
- I understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

What will I know by the end of the unit?

- 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.
- Humans and some animals have skeletons and muscles for support, protection and movement.

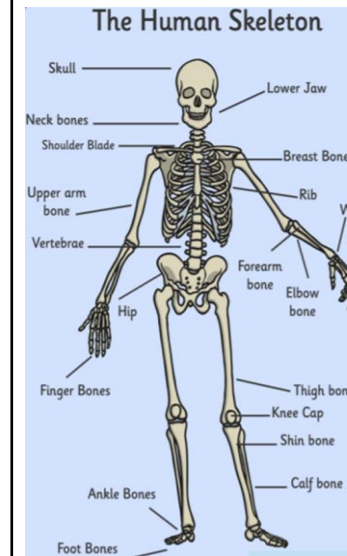
X-RAY



EATWELL PLATE



Key knowledge



The skull protects our brain

The bones in our legs support us and help us stand

The muscles in our legs help us to move

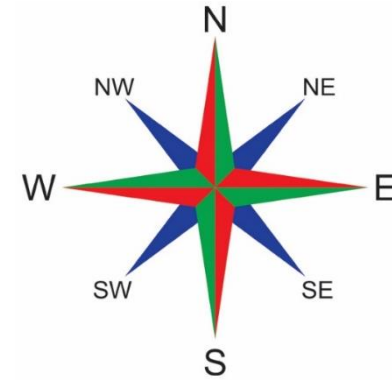
Animals need to eat food to get the nutrients they need.



One piece of food can provide a range of nutrients.



Enquiry Question:
What will you find in a region?



Key vocabulary:	
country	an area of land that has its own government
region	an area of land
map	a drawing of a particular area, showing its main features.
compass	an instrument used for finding directions
county	a small area of a region that contains villages, towns and usually a city
human features	things that are built by humans
landmark	a recognisable feature of a place easily seen from a distance
physical features	natural objects or features





Year 3 Design and Technology Knowledge Organiser: Food and Nutrition



Key vocabulary

plan	decide what you are going to do
evaluate	decide if something is good or bad, then think about how you could improve it
balanced diet	eating a variety of foods from all five different food groups
ingredients	items that make up a mixture e.g. foods that make a recipes
nutrients	substances in food that all living things need to make energy, grow and develop
climate	the weather and temperature in each country in the world, depends on which climate group that country is located. There are five climates groups: polar, temperate, dry, tropical and Mediterranean.
exported	when products or produce, such as fruit and vegetables are sent to another country
imported	when products or produce, such as fruit and vegetables, are brought into a country
seasonal food	food that can be harvested and is ready to eat in a particular season
seasons	the seasons of the year are spring, summer, autumn and winter
blender	a piece of equipment used to mix ingredients together



Design and make vegetable soup.



Be safe



HOT SURFACE

Skills to learn



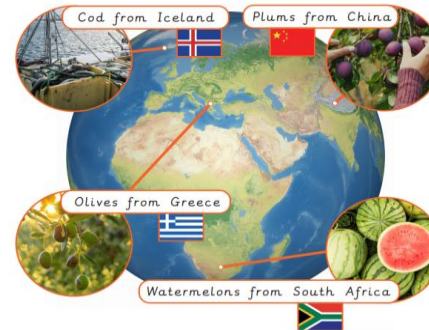
using a hob



using a blender

Key facts

Fruits and vegetables are full of vitamins, minerals and fibre. These **nutrients** help us grow, heal, give us energy and keep us healthy.



Not all fruit and vegetables can be grown in Britain. Some has to be **imported** from other countries.



Religious Education Knowledge Organiser

Year 3 How do festivals and worship show what matters to Jewish people?



By the end of this unit, I will be able to:

- Identify some Jewish beliefs about God, sin and forgiveness
- Make links between the story of Exodus and Jewish beliefs about God
- Describe how Jews show their beliefs through worship in festivals
- Discuss whether it is good for Jews and everyone else to remember the past and look forward to the future

Rosh Hashanah and Yom Kippah

Rosh Hashanah is the celebration of the Jewish new year. The celebrations for it last for two days and symbolise the creation of the world and a fresh start. It is also a judgement day. Jewish people believe that God considers a person's good and bad deeds over the last year and decides what the next year will be like for them. God makes his final decision on Yom Kippur which means Day of Atonement.



Key Vocabulary

Synagogue: Jewish place of worship

Shabbat: Jewish day of rest

seder plate: a special plate used for the food during Passover

Kosher: something (usually food) that is allowed by Jewish laws

Tashlich: a ceremony completed on the first day of Rosh Hashanah to get rid of sins.

Pesach

This can also be known as Passover. It is an important Jewish holiday which remembers Moses leading the Jewish slaves away from Egypt. On the first night of Pesach, many Jewish families will have a special meal together.





Year 3 Jigsaw Unit 2 Celebrating Difference

	I have already learnt to...	Now I will learn to...	Next I will learn to...
PSHE	Understand sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	Tell you a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure.
Social & Emotional	Explain how it feels to have a friend and be a friend. Explain why it is okay to be different from my friends.	Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Explain why it is good to accept myself and others for who we are.

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Hello
I'm Jigsaw Jino

I can answer these reflective questions...

What might the consequences be of using hurtful words?

How are we special, unique and different?

I will understand this vocabulary...

connected	Brought together or into contact so a link is established.
unique	Being the only one of its kind.
similarity	Having similar feature or look alike.
difference	A way in which people or things are not alike.
conflict	A disagreement or argument.
solutions	A means of solving a problem or dealing with a difficult situation.
witness	A person who sees an event. Typically a crime or incident take place.
bystander	A person who is present at an event or incident but does not take part.
bullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
consequences	A result or effect, typically one that is unwelcome or unpleasant.



Year 3 Computing Knowledge Organiser: Stop Frame Animation



What should I already know?

- how to take, save and edit pictures
- to type text into text boxes
- how to undo mistakes



What will I learn?

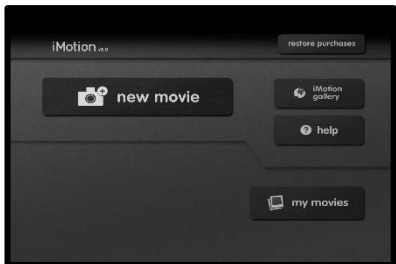
- to use a range of techniques to create a stop frame animation
- to create a story-based animation
- to add other types of media to animation, such as music and text
- You will be using iMotion and iMovie software.

Key Vocabulary

animation	the process of making films in which drawings or puppets appear to move
backdrop	the scenery or ground behind something
flipbook	a book of drawings which seem animated by flipping pages rapidly
frame	a single image
onion-skinning	a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once
stop-motion	animation that is captured one frame at a time with objects that are moved between frames

How to set up the iMotion app

5) Tap new movie



4) Tap the hand



3) Tap movie title



2) Tap the keyboard



1) Tap start





Get Set 4
Education

Knowledge Organiser

Ball Skills Year 3 and Year 4

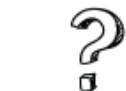
About this Unit

Ball skills build hand-eye co-ordination, spatial awareness and balance. You can control a ball using lots of different parts of your body. You may have seen a football player kick and dribble with their feet, or even use their head to header the ball, their hands to save a goal or throw the ball in from a sideline. The ball skills in this unit will help you in lots of activities and sports.



Examples of games that use ball skills:

Target Games	Invasion Games	Striking & Fielding Games	Net & Wall Games
Boules Boccia New Age Kurling Dodgeball	Netball Football Tag Rugby Handball Basketball	Rounders Cricket Baseball	Tennis Volleyball Badminton



Do you know which of these sports uses each of these movement skills?

Ladder Knowledge



Sending:

Year 3: pointing your hand/foot/stick to your target as you release will help you to send a ball accurately.

Year 4: you can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

Catching:

Year 3: moving your feet to the ball will make you more successful at catching.

Year 4: adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

Tracking:

Year 3: use a ready position to help you to react to the ball.

Year 4: tracking a ball is an important skill used in games activities such as rounders, football and tennis.

Dribbling:

Year 3: dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

Year 4: dribbling with soft hands/touches will help you to keep control.

Movement Skills

- track
- throw
- catch
- dribble
- kick

This unit will also help you to develop other important skills.

Social communication, work safely, collaboration

Emotional perseverance, personal challenge, calmness, fairness

Thinking provide feedback, tactics, comprehension, reflection, make decisions

Strategies

Whether you are using your hands or feet, lots of teaching points that help you to use a ball are the same. For example when dribbling a ball with your hands, feet or even bouncing it on a racket, using soft touches will help you to control it.

See if you can think of any other teaching points that are the same even when using different body parts.

Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Kerby

What you need: 1 ball, two kerbs that are approx. 4m apart, 1 or more players

How to play:

- Players stand opposite each other on the pavement.
- Players take turns to throw to hit the opposite kerb.
- If successful the player can take a jump towards the opposite kerb and throw again.
- If unsuccessful the other player gets a turn.
- When throwing, if the ball bounces back and hits your own kerb or if it bounces back and you catch it, you take two jumps towards the opposite kerb.
- First player to reach the opposite kerb wins.

Play with more people by playing in teams.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Key Vocabulary



accurate: successful in reaching the intended target

block: to prevent a movement or pathway of an object

collect: to pick up

control: being able to perform a skill with good technique

decision: select an outcome

momentum: the direction created by weight and power

opponent: someone not on your team

personal best: a target outcome of an individual

possession: when a team has the ball they are in possession

power: speed and strength combined

pressure: to add challenge

react: to respond to quickly

receive: to collect or stop a ball that is sent to you

select: choose

technique: the action used correctly

track: to move your body to get in line with a ball that is coming towards you



If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed



Knowledge Organiser

Dance Year 3

Get Set 4 Education

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...

Dance Actions

LINE DANCING STEPS

Step 1: The Fan 2 4 6 8

Count: 1,2,3,4,5,6,7,8

Step 2: Heel, Toe 1 3 5 7

Count: 1,2,3,4,5,6,7,8

Step 3: Step Kick, Step Touch 1 2 3 4 5 6 7 8

Count: 1,2,3,4,5,6,7,8

Step 4: Grapevine 1 2 3 4 5 6 7 8

Count: 1,2,3,4,5,6,7,8

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- canon:** when performers complete the same action one after the other
- create:** to make
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- explore:** to try out and discover ideas
- expression:** actions or gestures used to share thoughts or feelings
- extend:** to make longer
- feedback:** information given to make improvements
- formation:** where performers are in the space in relation to others
- interact:** to communicate with others
- pathway:** designs traced in space (on the floor or in the air)
- perform:** to present to an audience
- pose:** a position, usually still
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time

Ladder Knowledge



Actions:
If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics:
All actions can be performed differently to help to show effect.

Space:
Use space to help your dance to flow.

Relationships:
'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional confidence, acceptance, sensitivity, perseverance

Thinking select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education156

Knowledge Organiser - Unit 2 Year 3



Musical Spotlight: Playing in a Band

Name:


Social Question: What Stories Does Music Tell Us About the Past?

Class:

Understanding Music

Tempo:	Andante — at a walking pace (104 bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets and quavers


Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, G, A 

SONG 1
Love What We Do
Style: Disco

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



C D E F G A B

Circle the part you played:

Part 1: C, D, E, F, G, B
(Recorder): C, D, E, F, G

Part 2: C, D, E, F, G, B
(Recorder): G, A, B, C

Part 3: C, D, E, F, G, B
(Recorder): G, A, B, C


Part 4: C
(Recorder): G

Circle the notes you improvised with:
C, D, E, G, A

SONG 2
When The Saints Go Marchin' In
Style: New Orleans Jazz

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



G A B C D E F#

Circle the part you played:

Part 1: G, A, B, C, D, E

Part 2: G, A, B, C, D

Part 3: G, A, D
(Recorder): G, A, B

Part 4: G
(Recorder): G, A


Circle the notes you improvised with:
G, A, B, D, E

SONG 3
My Bonnie Lies Over The Ocean
Style: Folk: Sea Shanty

Time signature: 3/4 — there are three crotchet beats in a bar

12/8 in the activity section — there are four dotted crotchet beats in a bar

Key Signature: F major — there is one flat in the key signature



F G A B♭ C D E

Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G, A
(Recorder): F, G, A

Part 3: C, D, E, F, G, A
(Recorder): F, G, A

Part 4: F



Prior Learning

I will already know:

- This is the introductory unit to learning French at Swallowdale.

Key Vocabulary

Bonjour	Hello
Salut	Hi
Au revoir	Goodbye

Key Learning

I will:

- know how to say hello and goodbye.
- greet members of the family.
- know and use the numbers 1-10.
- sing along to known songs.

Grammar

- Le- masculine
- La- feminine

