



Binstead Primary School

Year 3 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Light</p> <p>I can recognise I need light in order to see things and dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and I can protect my eyes. I recognise that shadows are formed when the light from the light source is blocked by a solid object. I can find patterns in the way that the size of the shadow changes.</p> <p style="text-align: center;">Forces and Magnets</p> <p>I can compare how things move on different surfaces (friction) I can notice that some forces need contact between two objects (revisiting pushes and pulls) but magnets can act at a distance. I can observe how magnets attract and repel and attract and repel materials. I can compare and group materials according to if they attract magnets. I know that magnets have two poles. I can predict if magnets will repel each other depending on facing poles. I can recognise that magnetic forces are affected by magnet strength, object mass, distance from object and object material. Scientist link: Percy Shaw (invented the Cat's Eye) Thomas Edison (lightbulb inventor)</p>	<p style="text-align: center;">Animals – including Humans</p> <p>I can identify animals that need the right types and amount of nutrition and they get nutrition from eating. I can identify that humans and other animals have skeletons and muscles for support, protection and movement. <i>DT link: pasta sauces / investigating food labels and ingredients</i></p> <p>Scientist Link: Marie Curie (developed the use of x-rays)</p>	<p style="text-align: center;">Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped in rocks. I can recognise that soils are made from rocks and organic matter.</p> <p style="text-align: center;">Plants</p> <p>I can identify and describe the functions of different parts of flowering parts (roots, stem/trunk, leaves, flowers) I can explore the requirements of plants for growth and life and how this can vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants (including pollination, seed formation & seed dispersal)</p> <p>Scientist Link: Marie Anning (fossil hunter who developed the theory dinosaurs had become extinct a long time ago) William Smith (geologist who discovered you could tell the age of a rock by looking at fossils) Kelsey Byers (biologist who studies flower smells and how they attract insects) Angie Burnett: Plant biologist</p>



Binstead Primary School

Year 3 Curriculum



Working scientifically:

- I can ask relevant questions and use different types of scientific enquiries to answer them (e.g compare the effect of different factors on plant growth; how are soils formed? Pattern seeking in shadow observations)
- I can set up simple practical enquiries, comparative and fair tests (comparing magnet strength in a fair way; what factors affect plant growth)
- I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units.
- I can gather, record, classify and present data in a variety of ways to help in answering questions.
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- I can report on findings from enquiries, including oral and written explanations.
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- I can identify differences, similarities or changes related to simple scientific ideas and processes (eg difference between soils; investigate what happens when rocks are rubbed together or what changes when in water)
- I can use straightforward scientific evidence to answer questions or to support findings (pattern seeking - what happens to shadows when the light sources moves or the distance between the light source and object changes)



Binstead Primary School

Year 3 Curriculum



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<p>Geography</p>	<p style="text-align: center;">Ryde</p> <p>I can name and locate key cities of the United Kingdom (including all capitals.) I can locate the equator and the Northern and Southern hemispheres on a world map. I can identify human and physical features in Ryde. I can explain how Ryde is similar and different to a rural location</p> <p>I can describe the land use in Ryde. I can use a digital camera to record geographical features on field trips. I can use four points of compass to explain where places are in relation to the Isle of Wight. I can use a 4 figure grid ref to locate features.</p> <p><u>Fieldwork</u></p> <p>Identify human and physical features, identify land use, digital images, os maps, 4 figure grid references</p>	<p style="text-align: center;">Living in Naples</p> <p>I can name and locate the key countries of Europe. (France/Italy/Spain/Germany) I can name the key seas around Italy. I can name and locate key cities in Italy. I can use a topographical map of Italy and identify the key features. (Mountain ranges, islands, rivers, lakes, Mt Etna, Highland, Lowland. I can understand geographical similarities and differences between Rome and Naples and IOW. I can use a 4 figure grid ref to locate features. I can use the index page in an atlas to locate places. I can understand geographical similarities and differences between Rome and Naples and IOW. I can describe and understand the key aspects of volcanoes.</p>	<p style="text-align: center;">Biomes</p> <p>I can locate the equator and the Northern and Southern hemispheres on a world map. I can use longitude and latitude to locate biomes. I can understand the similarities and differences between biomes. I can use the index page in an atlas to locate places. I can use longitude and latitude to locate biomes. I can use fieldwork around the school and local area to prove what ecosystem we live in</p> <p><u>Field work</u></p> <p>What biome do we live in? Prove a prediction about what ecosystem we live in. Use the school ground and/or local area</p>



Binstead Primary School

Year 3 Curriculum



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History	<p style="text-align: center;">Stone Age</p> <p>I can use the terms BC/AD, century, decade, before and after.</p> <p>I can use a timeline to set out events within a time period.</p> <p>I can use given dates to place a period on a given timeline.</p> <p>I can use evidence I am given to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing <p>I can recognise using given information that people view the same event differently.</p> <p>I can provide my own reasons for why events/decisions were made or happened.</p> <p>I can use a variety of given historical sources to find evidence of the past.</p> <p>I can begin to find my own evidence from a selection of sources given to me.</p> <p>I can ask my own questions about the past.</p>	<p style="text-align: center;">Roman Empire</p> <p>I can use the terms BC/AD, century, decade, before and after.</p> <p>I can use a timeline to set out events within a time period.</p> <p>I can use given dates to place a period on a given timeline.</p> <p>I can describe how life was similar and different between the Stone Age and Roman Empire.</p> <p>I can provide my own reasons for why events/decisions were made or happened.</p> <p>I can explain why Romans wanted to invade the UK.</p> <p>I can use a variety of given historical sources to find evidence of the past.</p> <p>I can begin to find my own evidence from a selection of sources given to me.</p> <p>I can ask my own questions about the past.</p>	<p style="text-align: center;">Roman Island</p> <p>I can use the terms BC/AD, century, decade, before and after.</p> <p>I can use a timeline to set out events within a time period.</p> <p>I can use given dates to place a period on a given timeline.</p> <p>I can use evidence I am given to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing <p>I can use a variety of given historical sources to find evidence of the past.</p> <p>I can begin to find my own evidence from a selection of sources given to me.</p> <p>I can ask my own questions about the past.</p>



Binstead Primary School Year 3 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Design & Technology	<p style="text-align: center;">Shell Structure</p> <p>I can plan considering the order. I can show my design using labelled sketches. I can make a prototype shell structure. I can make a shell structure using a net. I can join materials in a variety of ways. I can consider ways to strengthen and stiffen the structure. I can make my product look attractive. I can evaluate how well my design has met the design brief.</p>	<p style="text-align: center;">Pasta Sauce</p> <p>I can create a recipe for a healthy pasta sauce. I can cook ingredients that I have cut and combined. I can make a healthy pasta sauce. I can evaluate how some bought sauces are high in sugar and salt. I can explain why my sauce is a healthier option. I understand where and how some ingredients are grown.</p> <p>Science link - nutrition and animals</p>	<p style="text-align: center;">Pencil Case / Bag Making</p> <p>I can show my design using labelled sketches. I can use simple design criteria I have been given to help my design. I can make an object out of fabric using seams to hold it together. I can measure and cut with accuracy. I can join materials in a variety of ways. I can comment on how other designs have met the design brief. I can create my own prototypes before making my final product.</p>



Binstead Primary School

Year 3 Curriculum



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PE	<p style="text-align: center;">Swimming</p> <p>I can swim 25 metres using a range of strokes. I can begin to perform a self rescue.</p> <p style="text-align: center;">Gym</p> <p>I can perform all of the shapes up to year 3 with control and balance. I can jump and land safely from the ground, box and the bench to include at least the tuck, straddle and the straight. I can begin to make my own choices about how shapes and my own travels can be linked in a sequence. I can use turns within my sequences both on the floor and during flight. I can say what I like about others performance and give an idea to make the performance better. I can begin to self-assess what went well for me and what I can improve.</p>	<p style="text-align: center;">Dance</p> <p>I am beginning to use my own ideas to create a simple dance. I am beginning to develop a dance with a partner. I can translate ideas from stimuli into a dance with support. I can use simple dance vocabulary to compare and improve my work.</p> <p style="text-align: center;">Invasion Games (Hockey)</p> <p>I can use a push pass over a short distance under no pressure. I can dribble with the ball through targets using one side of the stick. I can receive a rolling ball with developing success. I can tackle from the correct and safe side in 1v1 practises. I can use passing skills to maintain possession. I can begin to develop dribbling skills to find space.</p>	<p style="text-align: center;">Dance</p> <p>I am beginning to use my own ideas to create a simple dance. I am beginning to develop a dance with a partner. I can translate ideas from stimuli into a dance with support. I can use simple dance vocabulary to compare and improve my work.</p> <p style="text-align: center;">Striking and Fielding (Cricket)</p> <p>I can bowl underarm through a target. I can catch a tennis ball, below eye level, using the basket method. I can throw underarm at or into a target. I can collect a ball rolled on the ground. I can strike a ball from a tee. I can strike a ball forwards.</p>



Binstead Primary School

Year 3 Curriculum



	<p>Swimming</p> <p>I can swim 25 metres using a range of strokes. I can begin to perform a self rescue.</p> <p>Athletics</p> <p>I can perform a standing long jump with 2 feet and use my arms to increase power. I can combine the 3 jumps for the triple jump with increasing accuracy. I can use the chest push technique with increasing power from a standing position. I can jump continuously with 2 feet over a line for 20 seconds. I can throw a foam javelin with a standing overarm technique. I can use a 2 footed vertical jump with increasing power and control.</p>	<p>Invasion Games (Netball)</p> <p>I can use push and bounce pass over a short distance. I can pass with increasing accuracy under no pressure. I can use receiving skills developed in tag rugby and apply to netball with developing confidence. I can use space recognition skills from KS1 to find spaces. I can receive the ball in a space. I can begin to pass forward when possible towards the goal. I am beginning to develop the skill of following an opposing player to stop them getting the ball (marking). I can send the ball upwards with developing technique towards a target. I can land with balance when receiving the ball with minimal movement whilst in possession.</p> <p style="text-align: center;">OAA</p> <p>I can follow and give instructions. I can communicate ideas and listen to other people. I can work with a partner or small group to plan and apply strategies to solve problems. I can reflect on when and why I was successful when solving a challenge. I am developing basic map reading skills.</p>	<p>Athletics</p> <p>I can run quickly (close to child's maximum speed) with control over a short distance. I can begin to use my arms to increase my running speed. I can use a 2-2 footed jump from standing to jump as far as possible. I can use a 2-2 footed jump to jump as high as possible. I can use my arms and knees to enhance my jumping distance. I can continue to combine jumps with control and balance. I can apply the appropriate effort to match the distance needed for the throw. I can use a 2 handed push throw with developing distance. I notice that my heart-beat increases when I exercise.</p> <p style="text-align: center;">Net and Wall (Tennis)</p> <p>I can hold the racket with the correct grip. I can swing the racket safely with increasing control. I can track a bouncing ball and catch it at the top of its bounce. I can use forehand and backhand technique during roller tennis. I can throw a ball with forehand technique. I can throw a ball with backhand technique. I can use a controlled underarm throw for serving. I can maintain a rally using underarm throws and catches.</p>
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Binstead Primary School

Year 3 Curriculum



			<p>I can keep the ball inside the court using throwing.</p> <p>I understand the one bounce rule.</p>
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Subject	Autumn Term	Spring Term	Summer Term
<p>E Safety (across the year)</p> <p>Differentiate between fact, opinion and belief online.</p> <p>Explain how to deal with upsetting online content.</p> <p>Recognise that digital devices communicate with each other to share personal information.</p> <p>Explain what social media platforms are used for.</p> <p>Recognise why social media platforms are age-restricted.</p>	<p style="text-align: center;">Networks and Internet</p> <p>I can:</p> <p>Recognise that a network is two or more devices connected.</p> <p>Explain how information moves around a network and the role of the server.</p> <p>Understand that networks connect to the internet via a router.</p> <p>Explain some of the journey a website goes through to reach your computer.</p> <p>Explain that websites are split into small pieces (packets) to be sent via the internet.</p> <p style="text-align: center;">Scratch: Music Machine</p> <p>I can:</p> <p>draw my own buttons</p> <p>create a sequence of notes and drums</p> <p>create a sequence that includes an imported sound</p> <p>change the type of note using the instrument block</p> <p>repeat code using a repeat x times loop</p> <p>code a button to play looped notes</p> <p>evaluate musical creations for bugs</p> <p>spot and fix (debug) errors in my code</p>	<p style="text-align: center;">Email</p> <p>I can:</p> <p>Log in and out of email.</p> <p>Send a simple email with a subject plus 'To' and 'From' in the body of the text.</p> <p>Edit an email.</p> <p>Type in the email address correctly and send the email.</p> <p>Add an attachment to an email.</p> <p>Write an email using positive language, with an awareness of how it will make the recipient feel.</p> <p>Recognise unkind behaviour online and know how to report it.</p> <p>Offer advice to victims of cyberbullying.</p> <p>Recognise when an email may be fake and explain how they know.</p> <p style="text-align: center;">Journey inside a computer</p> <p>I can:</p> <p>Recognise inputs and outputs and that the computer sends and receives information.</p> <p>Explain that the parts of a laptop work together and the purpose of each part.</p> <p>Explain what an algorithm is.</p>	<p style="text-align: center;">Data Handling: Databases</p> <p>I can:</p> <p>Explain what is meant by 'field,' 'record,' and 'data.'</p> <p>Compare paper and computerised databases.</p> <p>Put values into a spreadsheet.</p> <p>Sort, filter and interpret data in a spreadsheet.</p> <p>Create a graph on Google Sheets.</p> <p>Explain the purpose of visual representations of data.</p> <p style="text-align: center;">Drawing and desktop Publishing</p> <p>I can:</p> <p>Draw objects.</p> <p>Insert text boxes and images</p> <p>Order and group objects.</p> <p>Move, resize and arrange text boxes and images effectively</p> <p>Manipulate objects.</p> <p>Create a layout of objects with no unnecessary space using colour and font effectively.</p>



Binstead Primary School

Year 3 Curriculum



		<p>Suggest what memory is for inside a computer. Make comparisons between different types of computer.</p>
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French	<p style="text-align: center;">Greetings</p> <p>I can look carefully at the speaker and respond confidently with the appropriate gesture and phrase. I can link actions or pictures to the new language, both in spoken and written form. I can imitate the pronunciation of sounds. I can take turns to speak and use appropriate intonation.</p> <p style="text-align: center;">Colour Size & Shape</p> <p>Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour.</p>	<p style="text-align: center;">Numbers & Age</p> <p>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. Listen carefully and relate sounds to a written phoneme. Recall numbers one to twelve with increasingly accurate pronunciation.</p> <p style="text-align: center;">In a Classroom</p> <p>Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles.</p>	<p style="text-align: center;">French Transport</p> <p>I can explain strategies for working out the meaning of words. Recognise nouns that are cognates or near cognates. Recognise transport words in written form. Join in with a song using actions to aid recall. Form simple statements about a picture, using and adapting a model. Build phrases with generally accurate pronunciation. Write a simple sentence, including forming two different accents.</p> <p style="text-align: center;">A Circle of Life</p> <p>I can source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une). Build a range of sentences from the model, selecting appropriate vocabulary. I can identify some different word classes in a sentence.</p>



Binstead Primary School

Year 3 Curriculum



		<p>Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.</p> <p>Attempt to build their own sentences using a label as a model.</p> <p>Speak clearly and present simple phrases when supported visually.</p> <p>Use appropriate intonation to engage the audience.</p>	<p>I can recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.</p> <p>Attempt to decode new sentences using their context and sentence structure.</p> <p>I can apply understanding of the sentence structure to generate new phrases.</p>
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Subject	Autumn Term	Spring Term	Summer Term
Art	<p style="text-align: center;">Miro</p> <p>I can collect inspirational ideas for my artwork in my sketchbook, exploring the work of Miro.</p> <p>I can use sketches to base my work on.</p> <p>I can annotate my sketches to explain my ideas.</p> <p>I can experiment in creating mood and feeling through colour choice.</p> <p>I can comment on similarities and differences between my own and others' work.</p> <p>I can say what I would like to improve in my own work based on this.</p> <p>I can use a number of brush techniques to produce different shapes, textures, patterns and lines.</p>	<p style="text-align: center;">Mosaics</p> <p>I can explore Mosaic patterns and techniques from a range of sources.</p> <p>I can use a mosaic technique to create a pattern or picture.</p> <p>I can comment on similarities and differences between my own and others' work.</p> <p>I can say what I would like to improve in my own work based on this.</p> <p>I can use the inspiration behind my art and revisit my work more than once to make improvements.</p> <p>I can explore modern and historical mosaics</p>	<p style="text-align: center;">Tie Dyeing</p> <p>I can investigate natural and man-made dying of fabrics.</p> <p>I know how to colour fabric using two or more colours.</p> <p>I can comment on similarities and differences between my own and others' work.</p> <p>I can say what I would like to improve in my own work based on this.</p> <p>I know how to colour fabric and have used this to add patterns.</p>



Binstead Primary School

Year 3 Curriculum



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RE	<p style="text-align: center;">Message</p> <p>I can describe what people mean by stories with messages.</p> <p>I can describe a message within a story which is significant to Christians and other believers.</p> <p>I can describe the value of stories with messages to believers and to themselves.</p> <p>I can describe a personal response to stories with messages by reflecting on a message of their own.</p> <p>I can describe how stories with messages can have an effect on their own and others' lives.</p> <p style="text-align: center;">Angels</p> <p>I can express a personal response to the concept of image.</p> <p>I can give examples of how images affect my own life and other people's.</p> <p>I can describe what people mean by 'images'.</p> <p>I can explain how images of angels might be significant to Christians.</p>	<p style="text-align: center;">Holi Good and Evil</p> <p>I can describe the concept of good and evil.</p> <p>I can describe ways the Hindus remember good and evil in the story and the celebrations of Holi.</p> <p>I can describe the value of the ways in which good over evil is celebrated and identify an issue raised.</p> <p>I can describe my own responses to the concepts of good and evil.</p> <p>I can describe incidents in my own and others' lives where good comes out of evil.</p> <p style="text-align: center;">Easter Changing emotions</p> <p>I can describe the concept of changing emotions.</p> <p>I can describe how the concept of changing emotions is contextualised within the events of Holy week and the ways in which Christians remember the events.</p>	<p style="text-align: center;">Sacred Place</p> <p>I can describe what people mean by sacred.</p> <p>I can describe a sacred place which is significant to believers.</p> <p>I can describe the value of sacred places to believers and to themselves.</p> <p>I can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives.</p> <p>I can describe how sacred places can affect their own and others' lives.</p> <p style="text-align: center;">Raksha Bandhan Protection</p> <p>I can express a personal response to the concept of protection.</p> <p>I can describe how the concept can be applied in my own life and others' lives.</p> <p>I can describe what protection means.</p> <p>I can describe how protection is expressed by Hindus in the festival of Raksha Bandhan.</p>



Binstead Primary School

Year 3 Curriculum



	<p>I can describe the importance of images of angels to myself and Christians.</p>	<p>I can describe the value of remembering the changing emotions in the story to Christians; describe the value of the concept for myself. I can describe my own response to the idea of changing emotions. I can describe examples of how my responses to changing emotions can be applied in my own life and lives of others.</p>	<p>I can describe the value, for Hindus, of celebrating protection.</p>
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Subject	Autumn Term	Spring Term	Summer Term
PSHE	<p style="text-align: center;">Emotions</p> <p>I empathise with the emotions of my peers and can recognise how they are feeling. I am beginning to use techniques independently to support my own feelings. MBV Individual Liberty I can ask a safe adult to help me with my feelings.</p> <p style="text-align: center;">Relationships</p> <p>I understand that family helps each other by being supportive in times of difficulty. I understand that friendships are welcoming and don't leave others feeling excluded or lonely. I understand different types of bullying, what bullying is and the impact it has on individuals. I understand the need to show courtesy and good manners. MBV Mutual Respect and tolerance</p>	<p style="text-align: center;">Being Safe</p> <p>I understand that the internet/online world has positive and negative content. I understand why certain things (inc games and films) are age restricted. MBV Rule of Law I understand that people can behave differently online – including being someone else. I understand what to do if I feel unsafe or feel bad about adults.</p> <p style="text-align: center;">Growing Up</p> <p>I understand that stereotypes exist and that all people can enjoy the same or different things. MBV Individual Liberty and Mutual Respect</p>	<p style="text-align: center;">Health</p> <p>I understand that some drugs (medicines) taken in moderation help our bodies fight infections. I understand how to stay safe in the sun. I understand how poor diet can impact our health I understand how lack of exercise can impact our bodies.</p> <p style="text-align: center;">Finance</p> <p>I understand why people choose and use different bank accounts. I can explain what a bank account is and why we use them. I understand you can earn money in interest when my money is in an account.</p>



Binstead Primary School

Year 3 Curriculum

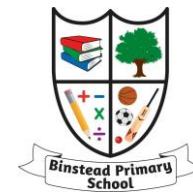


Subject	Autumn Term	Spring Term	Summer Term
Music	<p style="text-align: center;">Ocarinas (10 week block)</p> <p>I can perform my role within a group with control. I recognise the symbol for rest and use it with my own notation ideas. I can play notes on an instrument when marked for me.</p> <p style="text-align: center;">Christmas performance</p> <p>I can sing songs from memory. I can sing a section of a song as part of a group. I can perform my role within a group with control.</p> <p>Computing: Scratch Music Machine</p>	<p>Creating Compositions (Mountains)</p> <p>Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.</p> <p style="text-align: center;">Ballads</p> <p>Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.</p>	<p style="text-align: center;">Jazz</p> <p>Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p> <p style="text-align: center;">Adapting & Transposing Motifs (Romans)</p> <p>Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and perform a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p>



Binstead Primary School

Year 3 Curriculum



			Combine different versions of a musical motif and perform as a group using musical notation.
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