



Queen's University (Year 5) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 (7 weeks) Respect	Autumn 2 (7 weeks) Pride	Spring 1 (5.5 weeks) Inclusion	Spring 2 (6 weeks) Challenge	Summer 1 (6 weeks) Creativity	Summer 2 (7 weeks) Resilience
British Value Focus	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charity	Democracy
Links to Free to be	Gender- similarities and differences Equality- Black History Month Diversity- Black History Month: celebrating differences	Relationships- RE Equality/Diversity: Tolerance/Acceptance Diversity- Differences	Gender: Role of men and woman in 1666	Diversity: Religions, Beliefs and Diversity	Differences: Requirements of animals including humans	Belonging and Acceptance- Eng text: determination to find others like the character
Stimulus including Big Question	Space 'One small step for a man, one giant leap for mankind' What is our place within Space?	The Vikings Were the Vikings history's greatest invaders?	North America What is it like to live in North America?	The Ancient Greeks Why should we still study the Ancient Greeks?	Journeys and Rivers 'Even the weariest river winds somewhere safe to sea...' What is the journey of a river?	Mother Nature How can we look after our planet?
Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).	BB – Pocket Solar System MM –chalk pictures of the moon EE – Trip to the Science Museum	BB – Viking Dress up day MM – Make Viking Bread EE – Virtual Workshop about Vikings – Maritime Museum	BB – Make North American animal masks MM – Watch 'Hugh', an Apache myth EE – Virtual trip to New York	BB – Watch Groovy Greeks – Horrible Histories MM – Trip to British Museum EE – Virtual Workshop – Greek Temples	BB – Virtual trip along a river MM – Make sand tray rivers EE – Fieldwork trip to Dollis Brook	BB – Trip to Barnet Countryside Centre MM – Adopt an Endangered Animal EE – Watch nature documentary
Terrific Texts	Fiction: 'Cosmic' – Frank Cottrell-Boyce Poetry: 'Gravity'- Rachel Rooney	Fiction: 'The Riddle of the Runes' Poetry: 'Buddha' - Tony Mitton	Fiction: There's a Boy in the Girls' Bathroom – Louis Sachar Poetry:	Fiction: The Adventures of Odysseus or Who Let the Gods Out? Poetry:	Fiction: The Journey – Francesca Sanna Poetry: 'The River in March' - Ted Hughes	Fiction: Window – Jeannie Baker Poetry: 'The Bright Field' - RS Thomas

	<p>'Black Magic' - Lynne Taylor 'To Science' - Edgar Allan Poe 'Full Moon' - Vita Sackville-West 'The First Men on Mercury' - Edwin Morgan</p> <p>Non-fiction: Everything: Space (National Geographics Kids) 'Hidden Figures' – The True Story of Four Black Women and the Space Race – Margot Lee Shetterly</p> <p>'One Giant Leap – A Historical Account of the First Moon Landing – Robert Burleigh</p>	<p>'William the Conqueror 1066' - Anon 'Egil's Saga' - anon Poetry in 'The Lost Diary of Erik Bloodaxe, Viking Warrior'</p> <p>Non-Fiction: Vikings (Explore!) DKfindout! Vikings</p>	<p>'I Want to Know', John Drinkwater 'Young and Old', Charles Kingsley 'Growing' – Tony Mitten 'Letter to NY' – Elizabeth Bishop 'For You O Democracy' - Walt Whitman</p> <p>Non-Fiction: 'Learning about North America', 'North American Indian'</p>	<p>'Ulysses' - Alfred Lord Tennyson 'Reading the Classics' - Brian Patten 'Malala' - Michaela Morgan 'Oh Captain, My Captain' - Walt Whitman</p> <p>Non-fiction: DK Eyewitness – Ancient Greece</p>	<p>'What the teacher said when asked 'What er we avin for geography, Miss?' - John Agard 'On Turning Ten' - Billy Collins 'Travel' - Edna St Vincent Millay</p> <p>Non-fiction: Great Rivers of the World</p>	<p>'Extinct' - Mandy Coe 'To My Sister' - William Wordsworth 'Here Comes the Sun' - George Harrison 'Prayer for Earth' - Myra Cohn Livingston</p> <p>Non-fiction: No one is too small to make a difference – Greta Thunberg</p>
<p>Reading: Reading for pleasure, Word reading, Vocabulary, Decoding, Accuracy, Fluency</p>	<p>Story time (including narratives and poems), daily.</p> <p>Recommend books that they have read to their peers.</p> <p>Begin to participate in daily DEAR time for 15 minutes of independent reading.</p> <p>Choose books to read independently.</p> <p>Reading Road Map books to begin going home with the children.</p> <p>Develop and consistently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Begin to explore new words using pronunciation.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver or Gold).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 20 minutes of independent reading.</p> <p>Continue to extend their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation, -fer</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver Gold or Platinum).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 25-30 minutes of independent reading.</p> <p>Explore new vocabulary using all letters to help with pronunciation.</p> <p>Develop and consistently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x 1 per week as part of reading lessons.</p> <p>Read by applying growing knowledge of root words, prefixes and suffixes (morphology and</p>			

	<p>Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph to improve and display comprehension of texts.</p> <p>Continue to extend their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation, -fer</p> <p>Read aloud from a variety of genres with accuracy (stopping at full stops, change tone for italics, questions and exclamations).</p>	<p>Develop and consistently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x 1 per week as part of reading lessons.</p> <p>When reading unfamiliar words, use all letters in a words so that children don't, for example, read 'invitation' as 'imitation' simply because they might be more familiar with the first word.</p> <p>Read most words effortlessly and work out unfamiliar words with increasing automaticity.</p> <ul style="list-style-type: none"> Group words together accurately <p>Expression, pace, smoothness, punctuation, intonation and volume.</p>	<p>etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation, -fer</p> <p>Read age-appropriate texts at a reasonable speaking pace eg 450 words in five minutes.</p> <p>Read most words effortlessly, with automaticity and fluency.</p>			
<p>Reading: Comprehension</p>	<p>Language, structure and presentation. Listen to, discuss and recognise features of stories with historical settings, instructions for complex tasks and rhyming poems with a variety of structures.</p> <p>Retrieve, record and present information from stories with historical settings, instructions and poems (blank verse and other structures).</p> <p>Questions could include: 'Where does it say..?' 'Where would you find...?'</p> <p>Background knowledge/Make connections Draw on what they already know or on</p>	<p>Use freeze frames and thought tracking to explore different texts and characters.</p> <p>Participate in discussions, building on their own and others' ideas and challenging views courteously.</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p> <p>Identify important words/ Visualise where necessary</p> <p>Identify new words, find out their meanings and explain how the</p>	<p>Listen to, discuss and recognise features of legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Significant children's poet: Carroll</p> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p> <p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details</p>	<p>Listen to, discuss and recognise features of legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details</p>	<p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humorous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p> <p>Increase their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage and retelling parts orally.</p> <p>See genre overview for specific genres each term.</p> <p>Compare characters and consider different</p>	<p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humorous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p> <p>Increase their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage and retelling parts orally.</p> <p>See genre overview for specific genres each term.</p> <p>Explain and discuss their understanding of what they have read,</p>

	<p>background information, own experiences and vocabulary independently selected to show their understanding of:</p> <ul style="list-style-type: none"> plot developments themes character development use of different structures in poetry. <p>Make predictions and ask questions/Think like a detective Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p> <p>Identify important words/ Visualise where necessary Identify new words, find out their meanings and explain how the author used this to create an image in our minds.</p> <p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> reading aloud and reading around the word to work 	<p>author used this to create and image in our minds.</p> <p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> reading aloud and reading around the word to work out meanings of new words. <p>Background knowledge/Make connections Draw on what they already know or on background information, own experiences and vocabulary independently selected to show their understanding of:</p> <ul style="list-style-type: none"> plot developments themes character development use of different structures in poetry. 	<p>poems-with a variety of structures.</p> <p>Background knowledge/Make connections Make inferences on the basis of what is being said and done. Use supporting evidence.</p> <p>Start to be able to identify themes in texts.</p> <p>Make predictions and ask questions/Think like a detective Predict what might happen and what literary devices may be used, from details stated and implied. Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p> <p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> reading aloud and reading around the word to work out meanings of new words. 	<p>that support the main ideas.</p> <p>'Describe...' 'What happened at...?'</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience. Poem types-see Genre Overview.</p> <p>Choose and learn two poems to recite in the Northside Poetry Recital.</p> <p>Background knowledge/Make connections Make inferences on the basis of what is being said and done. Use supporting evidence.</p> <p>Start to be able to identify themes in texts.</p> <p>Make predictions and ask questions/Think like a detective Predict what might happen and what literary devices may be used, from details stated and implied. Predict what might happen using knowledge of previous</p>	<p>accounts of the same events.</p> <p>Discuss themes and conventions across a wide range of texts.</p> <p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Questions could include: Can ____ have more than one meaning?</p> <p>Background knowledge/Make connections Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Recognise themes in what they read, such as loss or heroism.</p> <p>Make predictions and ask questions/Think like a detective</p>	<p>including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing/ make comparisons within and across books.</p> <p>Identify different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Questions could include: Can ____ have more than one meaning?</p> <p>Background knowledge/Make connections</p>
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	<p>out meanings of new words.</p>			<p>chapters/similar narratives/texts.</p> <p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • reading aloud and reading around the word to work out meanings of new words. 	<p>Predict what might happen and what literary devices may be used, from details stated and implied.</p> <p>Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p> <p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Recognise themes in what they read, such as loss or heroism.</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen and what literary devices may be used, from details stated and implied.</p> <p>Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p> <p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p>
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<p>English Genres and Features of Writing-see Genre Overview</p>	<p><u>Stories with historical settings</u> (recap on Year 4 objectives)</p> <p>Key features: historical events in narrative. Structure of stories. Language used for effect.</p> <p>Grammar: Use some subordinating conjunctions (until and unless). Use some co-ordinating conjunctions (but and yet). Expanded noun phrases using different determiners.</p> <p>Punctuation: commas after fronted adverbials. Full stops, capital letters and exclamation marks. Commas to mark subordinate clauses.</p> <p>Writing outcome: planning and writing their own story using historical events from their topic or writing alternative chapters.</p> <p><u>Instructions for more complex task</u></p> <p>Key features: use of imperative verbs. Structural devices including tips and use of numbers and/or adverbials of time. Subheadings for different stages. Bullet points for lists.</p> <p>Grammar: Use modal verbs. Fronted adverbials for</p>	<p><u>Playscript as continuation of TT</u></p> <p>Key features: scripts including setting descriptions and adverbials for delivery.</p> <p>Grammar: Use the present perfect tense. Use adverbials for manner.</p> <p>Punctuation: Use dashes for additional information. Use brackets for stage directions. Use apostrophes for contracted forms.</p> <p>Writing outcome: continuation of a chapter or story as a playscript.</p> <p><u>Digital presentation of a visit</u></p> <p>Key features: Cohesive devices.</p> <p>Grammar: Use the correct tense consistently throughout a text. Use fronted adverbials for frequency. Use relative clauses.</p> <p>Punctuation: Use commas after fronted adverbials. Use commas to mark relative clauses.</p> <p>Writing outcome: Create a PowerPoint about a trip.</p> <p><u> kennings</u></p> <p>Key features: compound words (noun+ noun and noun</p>	<p><u>Creation Myths</u></p> <p>Key features: setting descriptions. Explanation of how the world was created.</p> <p>Grammar: Use active and passive voice. Use adverbs to indicate degrees of possibility.</p> <p>Punctuation: Use semi-colons. Use speech punctuation. Use full stops, questions and exclamation marks.</p> <p>Writing outcome: write own creation myths.</p> <p><u>Letter to complain based on fiction text-TT</u></p> <p>Key features: cohesive devices and register appropriate to audience. Build an argument through paragraphing.</p> <p>Grammar: Use relative clauses. Use accurate tense throughout text.</p> <p>Punctuation: Use dashes and commas to mark additional information.</p> <p>Writing outcome: write a letter of fictional complaint.</p> <p><u>Classic Narrative Poetry</u></p> <p>Blank verse-iambic pentameter-Shakespeare.</p> <p>Key features: 5 stressed and unstressed syllables per line.</p> <p>Grammar: Recap on syllables. Use accurate tenses.</p>	<p><u>Stories from other cultures-TBC based on cohort.</u></p> <p>Key features: create contrasting atmospheres.</p> <p>Grammar: Use passive voice. Use dashes for additional information added to a main clause.</p> <p>Punctuation: Use dashes. Use colons to express a reason.</p> <p>Writing outcome: write extracts of known story with contrasting atmospheres.</p> <p><u>Explanation linked to another curriculum area</u></p> <p>Key features: write in an impersonal style and in chronological order.</p> <p>Grammar: Use fronted adverbials (including adverbs of time). Use present perfect tense. Use appropriate conjunctions.</p> <p>Punctuation: Use colons to open a list.</p> <p>Writing outcome: write an explanation of a complex process.</p> <p><u>Cautionary Tales</u></p> <p>Key Objectives: Read most words effortlessly and work out unfamiliar words with increasing automaticity. Group words together accurately.</p>	<p><u>Magical Realism</u></p> <p>Key features: Set in real-life with a touch of magical. Magical foreshadowing.</p> <p>Grammar: Use modal verbs and adverbs to indicate degrees of possibility. Use fronted adverbials.</p> <p>Punctuation: Use commas for lists. Use commas after fronted adverbials and to mark additional information.</p> <p>Writing outcome: Write a magical realism story.</p> <p><u>Newspaper Report</u></p> <p>Key features: use paragraphs to group related ideas and technical vocabulary related to topic.</p> <p>Grammar: Use passive and active voice. Use correct tense.</p> <p>Punctuation: Use semi-colons to join main clauses. Use commas to clarify meaning.</p> <p>Writing outcome: Write a newspaper report for the school website.</p> <p><u>Humorous/Nonsense verse</u></p> <p>Key features: create absurd characters. Use nonce words. Use rhyme.</p> <p>Grammar: Use adverbs. Use dashes for additional information.</p>	<p><u>Stories with cliff-hanger endings</u></p> <p>Key features: unresolved ending, precarious or difficult dilemma at the end or a shocking revelation.</p> <p>Grammar and Punctuation: Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered.</p> <p>Writing outcome: write an adventure story with a cliff- hanger.</p> <p><u>Biography of a contemporary figure</u></p> <p>Key features: summary of main events in someone's life related to topic. including achievements.</p> <p>Grammar and Punctuation: Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered.</p> <p>Writing outcome: write a biography of a famous contemporary person.</p> <p><u>Modern version of classic poem Wordsworth -I Wandered Lonely as A Cloud.</u></p> <p>Key features: description of natural landscape. Regular</p>
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	<p>frequency and manner. Punctuation: bullet points for a list. Brackets for additional information. Writing outcome: Write instructions for an element of space travel.</p> <p><u>Poems with a different structures about Space</u></p> <p>Key features: Tankas five-line, 5/7/5/7/7 syllable_count form. Grammar: Use correct tense, consistently. Use noun phrases. Punctuation: Use correct sentence demarcation. Use possessive apostrophe. Writing outcome: Tankas about Space to read to Year One.</p>	<p>+ verb). Use hyphens to join words. Grammar: Use powerful nouns and verbs. Punctuation: Use hyphens to join two words and avoid ambiguity, Writing outcome: Write Viking Kennings.</p>	<p>Punctuation: Use direct speech. Writing outcome: write a stanza using iambic pentameter.</p>	<p>Expression, pace, smoothness, punctuation, intonation and volume.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience. Outcomes: Choose and learn two poems to recite in the Northside Poetry Recital.</p>	<p>Punctuation: Use exclamation marks. Use question marks. Use commas to clarify meaning. Writing outcome: write own nonsense poetry based on topic/Terrific Text.</p> <p>Dialogue to advance the action.</p>	<p>rhyme and rhythm. Use of similes. Grammar and Punctuation: Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: write a poem in the style of Wordsworth</p> <p>Commas to clarify meaning and avoid ambiguity</p>
<p>Grammar</p>	<p>Use some subordinating conjunctions (until and unless). Use some co-ordinating conjunctions (but and although). Expanded noun phrases using different determiners</p> <p>Use modal verbs. Fronted adverbials for frequency and manner. Use correct tense, consistently. Simple present and past. Use noun phrases.</p>	<p>Use the present perfect tense. Use adverbials for manner.</p> <p>Use the correct tense consistently throughout a text – simple past and present. Use fronted adverbials for frequency. Use relative clauses.</p>	<p>Use active and passive voice. Use adverbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use relative clauses. Use accurate tense throughout text. Simple future.</p> <p>Recap on syllables.</p>	<p>Use passive voice. Use dashes for additional information added to a main clause.</p> <p>Use fronted adverbials (including adverbs of time). Use present perfect tense. Use appropriate conjunctions.</p>	<p>Past perfect</p> <p>Use the perfect form of verbs to mark relationships of time and cause (We have had a good week. We have been having a lot of fun this week.)</p> <p>Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Choose and use personal, possessive,</p>	<p>Future perfect</p> <p>Commas to clarify meaning and avoid ambiguity</p> <p>Use conjunctions (on the other hand, however, similarly, in contrast) adverbs (as a result, for this reason, subsequently, hence, as a consequence, due to, so as to, because of this, consequently) and prepositions to express effect and contrast.</p>

	<p>Choose and use different types of nouns (common, proper, abstract and collective).</p> <p>Use expanded noun phrases (using determiners) to convey complicated information concisely.</p>				<p>relative, demonstrative and reflexive pronouns which should be used appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use fronted adverbials for possibility appropriately and accurately for effect (almost unbelievably, much admired, nearly asleep, really happily, perhaps).</p>
Writing objectives across genres	<p>Use a range of devices to build cohesion e.g. connectives, formality, maintaining tense.</p> <p>Use appropriate grammar and word choices for effect.</p> <p>Identify the audience and the purpose.</p> <p>Select the appropriate genre and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Plan narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Select appropriate grammar and vocabulary, understand how these choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précis longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Add in missing punctuation and add higher level punctuation to enhance meaning.</p> <p>Use word lists and displays to check and correct spellings. Use dictionary-first three letters to find-to check and correct.</p> <p>Know what it means to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> knowing which shape of a letter to use when given choices and deciding whether or not to join specific letters knowing which writing implement is best suited for a task. <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Begin to use a fountain pen for joined cursive handwriting.</p>					
Spellings	<p><u>Revisit</u> Strategies at the point of writing: Have a go.</p> <p>Plurals (adding '-s', '-es' and '-ies')</p>	<p><u>Prefixes and suffixes</u> Use of the hyphen (coordinate, co-operate)</p> <p><u>Homophones</u> isle/aisle, aloud/allowed, affect/effect, herd/heard,</p>	<p><u>Revisit:</u> Strategies at the point of writing: Have a go</p> <p><u>Apostrophe for possession</u></p>	<p><u>Homophones</u> altar/alter, led/lead, steal/steel</p> <p><u>Word endings</u> Words ending in '-ably' and '-ibly'</p>	<p><u>Revisit:</u> Strategies at the point of writing: Have a go</p> <p>A range of strategies for learning words</p> <p><u>Homophones</u> cereal/serial,</p>	<p><u>Prefixes and suffixes</u> Problem suffixes</p> <p>Year 5 and 6 statutory words – soldier to yacht. Revisit all.</p>

	<p>Apostrophe for contraction and possession.</p> <p><u>Rare GPCs</u> Words with 'silent' letters</p> <p><u>Word endings</u> Words with the letter string '-ough'</p> <p>Words ending in '-able' and '-ible'</p> <p>Year 3 and 4 statutory words - revisit</p>	<p>past/passed</p> <p>Year 5 and 6 Statutory Words – accommodate to conscious</p>	<p><u>Rare GPCs</u> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p>Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)</p> <p>Year 5 and 6 statutory words – controversy to foreign</p>	<p>Revise words ending in '-able' and '-ible'</p> <p>Year 5 and 6 statutory words – forty to occur</p>	<p>father/farther, guessed/guest, morning/mourning, who's/whose</p> <p>Year 5 and 6 statutory words – opportunity to sincerely</p>	
<p>Maths Overview Objectives</p>	<p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Use a place value chart to explore the value of each digit and place value counters to represent each number</p> <p>Identify numbers using different representations Represent numbers (including decimals) using different representations</p>	<p>Recall all multiplication and division facts fluently at speed up to 12 x 12</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Solve problems involving</p>	<p>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction Show percentages using a blank 100 square grid</p> <p>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.</p> <p>Calculate and compare the area of</p>	<p>Represent numbers (including decimals) using different representations Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place Place value chart of tenths, hundredths and thousandths Use different number lines to show which boundary each number is closest to Underline important digits</p>	<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Represent numbers (including decimals) using different representations Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place Place value chart of tenths, hundredths and thousandths</p>

<p>Estimate numbers on a partially labelled number line, Know that numbers are formed in bases of ten. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above place value knowledge</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a</p>	<p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Identify common factors of 2 numbers</p> <p>Make lists of all factors and circle common factors</p> <p>Use Numicon to find prime numbers and sort numbers Use factor trees to find prime factors</p> <p>Use Numicon to find prime numbers</p> <p>Square numbers: use gridded paper to draw them</p>	<p>multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Read and write decimal numbers as</p>	<p>squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (also included in measuring)</p> <p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (copied from Multiplication and Division)</p> <p>Complete, read and interpret information</p>	<p>Read, write, order and compare numbers with up to three decimal places</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Solve problems involving numbers up to three decimal places</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Know angles are measured in degrees: estimate</p>	<p>Use different number lines to show which boundary each number is closest to Underline important digits</p> <p>Read, write, order and compare numbers with up to three decimal places Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Solve problems involving numbers up to three decimal places</p> <p>Estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>Solve problems involving converting between units of time</p>
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	<p>problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p>	<p>Cube numbers: Use multilink to make them</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>Counting in fractional steps to recognise mixed numbers and improper fractions</p> <p>Identify, name and write equivalent fractions of a given</p>	<p>fractions (e.g. $0.71 = 71/100$)</p> <p>Multiply proper fractions and mixed numbers by whole numbers</p> <p>Read, write, order and compare numbers with up to three decimal places</p>	<p>in tables, including timetables</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction Show percentages using a blank 100 square grid</p>	<p>and compare acute, obtuse and reflex angles</p> <p>Identify:</p> <ul style="list-style-type: none"> * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) * other multiples of 90° <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p>Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.</p>
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		<p>fraction, represented visually, including tenths and hundredths</p> <p>Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)</p> <p>Add and subtract fractions with the same denominator and multiples of the same number</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$)</p>				
<p>Maths</p>	<p>Place Value (3 weeks)</p> <p>Roman numerals to 1,000</p> <p>Numbers to 10,000</p> <p>Numbers to 100,000</p> <p>Numbers to 1,000,000</p> <p>Powers of 10</p> <p>10/100/1000/10000/100,000 more or less</p> <p>Partition numbers to 1,000,000</p>	<p>Multiplication/ Division (2 weeks)</p> <p>Prime numbers</p> <p>Square numbers</p> <p>Cube numbers</p> <p>Multiply by 10, 100 and 1,000</p> <p>Divide by 10, 100 and 1,000</p> <p>Multiples of 10, 100 and 1,000</p>	<p>Multiplication/ Division (3 weeks)</p> <p>Multiply up to a 4-digit number by a 1-digit number</p> <p>Multiply a 2-digit number by a 2-digit number (area model)</p> <p>Multiply a 2-digit number by a 2-digit number</p>	<p>Decimals and percentages (2 weeks)</p> <p>Perimeter and area (2 weeks)</p> <p>Statistics (2 weeks)</p>	<p>Shape (3 weeks)</p> <p>Position and direction (2 weeks)</p> <p>Decimals (1 week)</p>	<p>Decimals (2 weeks)</p> <p>Negative numbers (1 week)</p> <p>Converting units (2 weeks)</p> <p>Volume (1 week)</p>

	<p>Number line to 1,000,000</p> <p>Compare and order numbers to 100,000</p> <p>Compare and order numbers to 1,000,000</p> <p>Round to the nearest 10, 100 or 1,000</p> <p>Round within 100,000</p> <p>Round within 1,000,000</p> <p>Addition/ Subtraction (2 weeks)</p> <p>Mental strategies</p> <p>Add whole numbers with more than four digits</p> <p>Subtract whole numbers with more than four digits</p> <p>Round to check answers</p> <p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p> <p>Compare calculations</p> <p>Find missing numbers</p> <p>Multiplication/ Division (1 week)</p>	<p>Fractions (4 weeks)</p> <p>Find fractions equivalent to a unit fraction</p> <p>Find fractions equivalent to a non-unit fraction</p> <p>Recognise equivalent fractions</p> <p>Convert improper fractions to mixed numbers</p> <p>Convert mixed numbers to improper fractions</p> <p>Compare fractions less than 1</p> <p>Order fractions less than 1</p> <p>Compare and order fractions greater than 1</p> <p>Add and subtract fractions with the same denominator</p> <p>Add fractions within 1</p> <p>Add fractions with total greater than 1</p> <p>Add to a mixed number</p> <p>Add two mixed numbers</p> <p>Subtract fractions</p>	<p>Multiply a 3 digit number by a 2-digit number</p> <p>Multiply a 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Divide a 4-digit number by a 1-digit number</p> <p>Divide with remainders</p> <p>Efficient division</p> <p>Solve problems with multiplication and division</p> <p>Fractions (2 weeks)</p> <p>Multiply a unit fraction by an integer</p> <p>Multiply a non-unit fraction by an integer</p> <p>Multiply a mixed number by an integer</p> <p>Calculate a fraction of a quantity</p> <p>Fraction of an amount</p> <p>Find the whole</p> <p>Use fractions as operators</p> <p>Decimals and percentages (1 week)</p>			
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	<p>Multiples</p> <p>Common multiples</p> <p>Factors</p> <p>Common factors</p>	<p>Subtract from a mixed number</p> <p>Subtract from a mixed number – breaking the whole</p> <p>Subtract two mixed numbers</p>	<p>Decimals up to 2 decimal places</p> <p>Equivalent fractions and decimals (tenths)</p> <p>Equivalent fractions and decimals (hundredths)</p> <p>Equivalent fractions and decimals</p> <p>Thousandths as fractions</p>			
Science – Working Scientifically	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments 					
Science	<p><u>Earth and Space</u></p> <p>Know the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Know the movement of the moon relative to the Earth.</p> <p>Know the sun, moon and earth are approximately spherical.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Use secondary sources to help create models to show the movement of the Earth around the Sun and the Moon around the Earth.</p>	<p><u>Forces</u></p> <p>Know that unsupported objects fall to Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Know and identify the effects of air resistance, water resistance and friction.</p> <p>Know that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Investigate the effect of friction in a range of contexts.</p> <p>Investigate the pull on different objects.</p>	<p><u>Materials:</u></p> <p><u>Properties and changes of materials</u></p> <p>Know and group together everyday materials on the basis of their properties: hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>E.g. sugar, salt and sand solutions</p> <p>Recognise that dissolving, mixing and changes of state are reversible changes.</p> <p>Describe how to recover a substance from a solution.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular</p>	<p><u>Animals Including Humans:</u></p> <p>Know and describe the changes as humans develop to old age</p> <ul style="list-style-type: none"> - create and understand a Human timeline - investigate the growth of babies - predict and investigate the gestation periods of animals <p>Know the relationship between size and gestation period.</p> <p>Know what happens as animals grow up and</p>	<p><u>Living Things and their Habitats:</u></p> <p>Know and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Elephant, newt, heron, beetle.</p> <p>Know and describe the life process of reproduction in some plants and animals.</p> <ul style="list-style-type: none"> - Asexual (one parent) and sexual (two parent) reproduction in plants. <p>Tulip, ferns</p> <p>Observe and compare the life cycles of plants</p>	

	<p>Use secondary sources to understand why day and night occur Make first-hand observations of the Moon for a month. Research time zones Consider the views of scientists in the past and how evidence was used to deduce the shapes and movements of the Earth, Moon and planets before space travel.</p>	<p>Investigate the effects of water resistance, air resistance in a range of contexts. Explore how levers, pulleys and gears work. Research how the work of scientists such as Newton helped develop the theory of gravitation</p>	<p>uses of everyday materials, including metals, wood and plastic. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>change through puberty. Know about how male and female human bodies change during puberty. Recap knowledge from Year 4 RSHE and clarify the scientific processes at work. Research the gestation periods of other animals and compare them with humans. Using data find out and record the length and mass of a baby as it grows.</p>	<p>and animals in the local environment with other plants and animals around the world (the rainforest, under the oceans, desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. Draw and label appropriate scientific diagrams following use of secondary sources and first hand observations. Use data to compare and find patterns, for example to compare the gestation times for mammals and look for patterns e.g. in relation to size of animal or length of dependency after birth/Look for patterns between the size of an animal and its expected life span)</p>
<p>Computing Objectives for all units</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 algorithms work and to detect and correct errors in algorithms and programs 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 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>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 responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>				

<p>Computing</p>	<p>We are bloggers – sharing experiences and opinions</p> <p>5.5</p> <ul style="list-style-type: none"> • Become familiar with blogs as a medium and a genre of writing. • Create a sequence of blog posts on a theme. • Incorporate additional media. • Comment on the posts of others. • Develop a critical, reflective view of a range of media, including text. <ul style="list-style-type: none"> • Write a blog post using 2blog • Comment on a blog post. <ul style="list-style-type: none"> • Create rules for comments. 	<p>We are cryptographers – cracking codes</p> <p>5.2</p> <ul style="list-style-type: none"> • Be familiar with semaphore and Morse code. • Understand the need for private information to be encrypted. • Encrypt and decrypt messages in simple ciphers. • Appreciate the need to use complex passwords and to keep them secure. • Have some understanding of how encryption works on the web. <ul style="list-style-type: none"> • Use a substitution cypher. • Send a message in Morse code. • Decrypt a message in a Caesar cypher. 	<p>We are web developers – Creating a website about cyber safety.</p> <p>5.4</p> <ul style="list-style-type: none"> • Develop their research skills to decide what information is appropriate. • Understand some elements of how search engines select and rank results. • Question the plausibility and quality of information. • Develop and refine their ideas and text collaboratively. <p>Develop their understanding of online safety and responsible use of technology.</p> <ul style="list-style-type: none"> • Use google sites to make a web page. Share author-ship of webpages. 	<p>We are architects – creating a virtual space</p> <p>5.6</p> <ul style="list-style-type: none"> • Understand the work of architects, designers and engineers working in 3D. • Develop familiarity with a simple CAD (computer aided design) tool. • Develop spatial awareness by exploring and experimenting with a 3D virtual environment. • Develop greater aesthetic awareness. <ul style="list-style-type: none"> • Draw 3d shapes using sketch up • Design a room using sketch up <p>Screenshot different view-points in sketch up.</p>	<p>We are artists – fusing geometry and art</p> <p>5.3</p> <ul style="list-style-type: none"> • Develop an appreciation of the links between geometry and art. • Become familiar with the tools and techniques of a vector graphics package. • Develop an understanding of turtle graphics. • Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. • Develop some awareness of computer generated art, in particular fractal-based landscapes. <p>In scratch:</p> <ul style="list-style-type: none"> • Create a tessellating pattern. • Create a pattern using repeated varied shapes. 	<p>We are game developers – developing an interactive game</p> <p>5.1</p> <ul style="list-style-type: none"> • Create original artwork and sound for a game. • Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. • Detect and correct errors in their computer game. • Use iterative development techniques (making and testing a series of small changes) to improve their game. <ul style="list-style-type: none"> • Design their own sprite. • Use selection and repetition. • Detect errors in their coding.
<p>History objectives across all units</p>	<p>Know dates when describing an historical event.</p> <p>Develop a chronologically secure knowledge of Vikings, Ancient Greece and Space history.</p> <p>Understand the concepts of continuity and change over time.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p> <p>Talk about different periods of history making connections.</p> <p>Identify periods of rapid change in history.</p> <p>Use dates and terms to describe events.</p> <p>Know and explain the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) and changes</p> <p>Know the social, ethical, cultural or religious diversity of past societies</p> <p>Use sources of evidence to investigate different hypotheses about the past and investigate own lines of enquiry.</p>					

	<p>Begin to identify, explore and select from a range of primary and secondary sources.</p> <p>Select reliable sources of evidence, with justifications.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Plan and carry out an individual investigation surrounding a given question.</p> <p>Identify that no single source gives a full answer to a question.</p> <p>Offer some reasons for different versions of events.</p> <p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Explain causes and consequences of main events and changes in history.</p> <p>Select information from different sources to support hypotheses.</p> <p>Record and communicate knowledge in different forms, independently and collaboratively.</p> <p>Use appropriate terms and match dates to people and events.</p> <p>Present work in chronological order.</p> <p>Describe the main changes in a period in history and how events influence and affect life today.</p> <p>Use appropriate vocabulary such as, civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history, dates, time period, era, change, chronology, change, century, decade, legacy.</p> <p>Use English, maths and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas (projects, motivational speeches, presentations).</p>					
<p>History</p> <p>Society, Civilisation, Citizen, Parliament</p>	<p>The Space Race: events beyond living memory that are significant nationally or globally. Know the timeline of the Space Race between the USA and the USSR. Know about Sputnik 1 from the perspective of the USSR and the USA. Know about the Apollo missions. Know about the Lunar landings- including key astronauts (Neil Armstrong, Buzz Aldrin and Michael Collins) and African American women who were important (Katherine Johnson, Mary Jackson Dorothy Vaughan)</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Anglo Saxon Britain's settlement by Anglo-Saxons and Scots. Know the dates when the Anglo Saxons (AD 450)and Vikings (AD 793) invaded Britain. Know where the Anglo Saxons came from and where they settled in Britain. Know about Anglo Saxon houses and farms and know how society was organised. Know about where the Vikings came from and their invasion of Lindisfarne. Know about the role of women in Viking society. Know about the Battle of Hastings (1066).</p>		<p>Ancient Greece A study of Greek life and achievements and their influence on the western world. Know the dates of the classical period of Ancient Greek civilisation (510 BC to 323BC). Know about how democracy was formed in Athens. Know about how the Olympics began. Know about how society was organised. Know about the Greek gods (could be taught in English lessons). Know about the importance of the Parthenon.</p> <p>Compare some of the times studied with those of other areas of interest around the world</p>		

		<p>Know historical facts about British history</p> <p>Compare some of the times studied with those of other areas of interest around the world</p> <p>Have a broad overview of life in Britain and a major event from the rest of the world</p>				
Geography objectives across all units	<p>Ask searching geographical questions about human and physical features in a location. Express own views about effects of human activity on physical landscapes. Express own views about a place, people and environment. Use evidence to support views.</p> <p>Use 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.</p> <p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 8 compass points. Begin to use 6 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find USA, OS map to find local town.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Know the location of the countries studied and describe their features.</p>					
Geography Identity, settlement, sustainability, citizenship.			<p>North America: Name and locate the countries within <u>North America</u>, concentrating on environmental regions, key and human characteristics, countries and major cities.</p> <p>Use more detailed maps, atlases, globes and digital/computer mapping to locate countries in North America concentrating on environmental regions.</p>	<p>The Ancient Greeks: Link to history and use maps & globes to locate Greece.</p>	<p>Rivers and journeys: Identify physical features - focus on <u>rivers</u> and the <u>water cycle</u> including transpiration.</p> <p>Locate major rivers of the world and in North America</p> <p>Identify human features - types of settlement and land use along rivers, economic activity including trade links.</p> <p>Explain and present the process of rivers.</p>	<p>Mother Nature: Use key physical and human terminology when describing the local area studied in fieldwork. Explain how some of these have changed over time.</p> <p>Know the key human and physical features of Dollis Brook (linked to rivers).</p> <p>Create own investigations Involving observing, measuring, recording and presenting data</p>

			<p>Locate major cities in North America.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region within <u>North America</u>.</p> <p>Know the different biomes and climate zones of North America. Know the major rivers, mountains, coasts and lakes. Know about recent tornadoes. Know where people settle in North America and why – trade and resources. Compare and contrast human and physical features of London and New York.</p> <p>Know key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes & earthquakes, biomes, climate zones, water cycle & vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water. Economic</p>		<p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Explain how people can improve an environment or destroy it.</p>	<p>using digital technologies.</p> <p>Create own plans and graphs of results. Interpret the results of investigations.</p> <p>Know 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)</p> <p>Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand term GMT. Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe the impact in relation to the seasons in the Northern and Southern Hemisphere.</p>
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			<p>activity including trade links.</p> <p>Describe the reasons for the geographical similarities and differences between the UK and a region in <u>North America</u>.</p> <p>Describe how countries and geographical regions are diverse and yet interconnected and interdependent using key geographical vocabulary.</p>			
Music objectives across all units	<p>Discuss different music styles, how music has changed over time, the purpose of the song and context within history. Focus on Jazz, Rock, Reggae, Motown, Ballads, Soul, Hip Hop</p> <p>Be able to explain the musical elements including timbre.</p> <p>Listen to music with increasing concentration and deeper focus.</p> <p>Describe and compare different styles of music, instruments and their sounds.</p> <p>Have a good understanding of how pulse, rhythm and pitch, dynamics and tempo work together. Start to use these musical dimensions work together to create music.</p> <p>Sing within an appropriate vocal range with clear diction. Sing with controlled pitch and sense of phrase.</p> <p>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</p> <p>Recall a range of sound patterns confidently.</p> <p>Know how to use a variety of instruments, treat them with respect and use the correct techniques to play them.</p> <p>Play and perform in solo and ensemble contexts with increasing accuracy and musical expression.</p> <p>Choose parts according to ability and play them musically.</p> <p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>Create more complex melodies as part of a group and as a soloist.</p> <p>Respect each other's musical ideas and efforts.</p> <p>Demonstrate awareness of a link between shape and pitch using notations.</p> <p>Deepen understanding of the workings of an ensemble/choir, how everything fits together.</p> <p>Sing within an appropriate vocal range with clear diction. Sing with controlled pitch and sense of phrase.</p> <p>Follow the leader and have a chance to be the leader.</p> <p>Evaluate the success of a musical creation and suggest improvements, based on intended outcomes.</p>					
Music areas of learning	<p>Living on A Prayer Learn to sing Living on a Prayer by Bon Jovi Listen to and appraise classic Rock songs - tempo,</p>	<p>Lets Go Fly A Kite / Circle March Learn to sing Lets Go Fly a Kite from Mary Poppins and a Shaker Song, Circle March</p>	<p>Jazz Learn to sing the jazz swing song, It Don't Mean a Thing Understand some elements of Jazz</p>	<p>Barnet Schools Music Festival Sing in unison, solo parts, rounds and parts. Accurately pitch complex melodic</p>	<p>Barnet Schools Music Festival Focus on singing with accurate pitch and rhythm, in unison and</p>	<p>Barnet Schools Music Festival Continue to prepare repertoire of songs for the Barnet School Music Festival, including</p>

	<p>dynamics, structure, texture Copy and create body percussion rhythms, find pulse, understand pitch Read music notation to play xylophones, improvise and compose.</p>	<p>Sing in Unison and in different parts, understanding structure of a song Understanding the shape of pitch and rhythm when reading music Learning different rhythms and playing parts in a song on percussion</p> <p>12 Days of Christmas Recreate an instrumental version of The 12 days of Christmas song using a variety of tuned percussion</p>	<p>music - walking bass, improvisation, syncopation Listen to and appraise a variety of Jazz music - tempo, dynamics, structure, texture Improvise and collaborate to create a piece of Jazz music Use tuned and untuned percussion</p>	<p>songs and use expression for performance. Learn percussion parts to perform with the song. Vocabulary - pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody, unison, harmony, perform, audience</p>	<p>learning different parts and harmonies. Vocabulary - pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody, unison, harmony, perform, audience.</p>	<p>our individual performance.</p> <p>Learn songs for end of year production.</p> <p>Do some Charanga lessons on Hip Hop, if time permits.</p>
Art			<p>Know what complimentary colours are. Know and describe the atmosphere of a painting</p> <p>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects.</p>		<p>Know how to use different materials in collage. Know what layering is. Key Vocabulary: Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments</p> <p>Experiment with overlaying and mixed media work. Experiment with using printing / painting and stains over their collaged image. Investigate using fabrics to collage.</p> <p>Possible artists: Kurt Schwitters</p>	<p>Know to secure work to continue at a later date. Know the technical language used Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable, Mod Roc, Papier, Mache, Scale, Figures, Structure, Stimuli</p> <p>Work in a safe, organised way, caring for equipment. Know to secure work to continue at a later date. Be able to show or explain combining pinch, slabbing and coiling to produce end pieces. Begin to develop an understanding of</p>

			<p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Begin to develop their/my own style using tonal contrast and mixed media.</p> <p>Possible artists: Lowry, Matisse, Magritte.</p>			<p>different ways of finishing work: glaze, paint, polish</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Be able to show confidence to carve a simple form.</p>
D&T	<p><u>Celebrating Culture & Seasonality:</u> Know some methods used to mix Know what kneading is. Make bread.</p> <p>Key Vocabulary: Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury,</p> <p>Demonstrate more advance methods for mixing ingredients i.e. rubbing in Measure ingredients accurately using different units Follow a recipe Select appropriate utensils for specific jobs. Cut, shape and knead dough Know about a range of chefs and their</p>	<p><u>Pulleys or gears:</u> Know what a gear is. Know what a pulley is. Know what a force is. Make a Viking boat producing a moving object using rotary motion.</p> <p>Key Vocabulary: Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality</p> <p>Understand that mechanical and electrical systems have an input, process and output Explore that gears and pulleys can be used to speed up, slow down or change the direction of movement To accurately draw an exploded diagram Begin to know where pulleys and gears are used in commercial products and industry</p>		<p><u>Frame Structures:</u> Know the names of tools and know how to use tools safely. Make a Greek temple.</p> <p>Key Vocabulary: Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief Stiffen, strengthen and reinforce a range of 3-D frameworks Choose materials to stiffen and reinforce by selecting them due to their properties Explore which shapes are the strongest and will support the most weight in a structure Use a range of tools i.e. junior hacksaws, G-clamps, bench hooks, hand drills safely Know how engineers solve complex design problems i.e. building Burji Khalifa in Dubai</p>		

	individual styles of cooking	Know what forces are acting on pulleys and gears (i.e. friction, gravity) Know whether a gear will turn clockwise or anticlockwise				
PE Games	<p>Handball Receive pass, step then pass again within 3 seconds.</p> <p>Attempt to use various passing techniques in small-sided games.</p> <p>Develop defending techniques.</p> <p>Introduce shooting and goalkeeping.</p> <p>Play in competitive game play situations.</p>	<p>Hockey Confidently select skills in a game situation.</p> <p>Begin to play effectively in different positions on the pitch including in defence.</p> <p>Increase length and strength of passes. Block tacking.</p>	<p>Tag Rugby Know the rules for passing in the three-quarter line.</p> <p>Know running TAG-moving and passing in any direction scoring over a try line.</p> <p>Understand the back pass rule.</p>	<p>Cricket Know how to use overarm throw- beat the relay team (fielding).</p> <p>Use Cross bat shots either side of the wicket, using a waist high tee – target zone games (batting).</p> <p>Know how to bowl with increasing accuracy and confidence.</p>	<p>Athletics Know how to run in sprint races using a crouched start.</p> <p>Develop relay techniques using batons, relay positioning and timing.</p> <p>Understand how to do a triple jump technique</p> <p>Understand how to do a javelin run up.</p>	<p>Tennis Continuous rallying over a barrier.</p> <p>Use different strokes.</p> <p>Know how to do a simple serve technique.</p> <p>Continue to win points in competitive situations.</p> <p>Understanding basic game play.</p>
Gymnastics		<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p> <p>Develop symmetry individually, as a pair and in a small group.</p>		<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p> <p>Develop symmetry individually, as a pair and in a small group.</p>		<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p> <p>Develop symmetry individually, as a pair and in a small group.</p>

		<p>Compare performances and judge strengths and areas for improvement.</p> <p>Take responsibility in own warm up.</p> <p>Perform jumps/leaps and balances with consistency using vault.</p> <p>Use information given by others to improve performance.</p>		<p>Compare performances and judge strengths and areas for improvement.</p> <p>Take responsibility in own warm up.</p> <p>Perform jumps/leaps and balances with consistency using vault.</p> <p>Use information given by others to improve performance.</p>		<p>Compare performances and judge strengths and areas for improvement.</p> <p>Take responsibility in own warm up.</p> <p>Perform jumps/leaps and balances with consistency using vault.</p> <p>Use information given by others to improve performance.</p>
Dance	<p>Begin to use motifs.</p> <p>Explore rhythm in dance.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>Use a phrase in dance.</p> <p>Explore unison.</p>		<p>Begin to use motifs.</p> <p>Explore rhythm in dance.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>Use a phrase in dance.</p> <p>Explore unison.</p>		<p>Begin to use motifs.</p> <p>Explore rhythm in dance.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>Use a phrase in dance.</p> <p>Explore unison.</p>	
RE	<p>INSPIRATIONAL PEOPLE</p> <p>Concepts and Questions</p> <p>What people inspire us?</p> <p>Why are these people inspirational?</p>		<p>RELIGION, FAMILY AND THE COMMUNITY – PLACES OF WORSHIP</p> <p>Concepts and Questions</p>	<p>WORSHIP</p> <p>Concepts and Questions</p> <p>What occasions inspire and influence people?</p>	<p>BELIEFS IN ACTION</p> <p>Concepts and Questions</p> <p>How do religions and beliefs respond to global issues of:</p> <ul style="list-style-type: none"> • human rights • justice and fairness • social justice 	

	<p>Who do religious people regard as inspirational? Why were their lives of such significance? What did they do and why was it important? How do people follow their example today? Link to British Values of individual liberty, tolerance and mutual respect.</p> <p>BUDDHISM AND JUDAISM (x 2 half-terms)</p> <p>Develop knowledge of the religious leaders of the world. (HT1)</p> <p>Understand the position in the local community of religious leaders and other members of the community. (HT2)</p> <p>Identify women and men from a variety of cultures and times who are regarded as inspirational by people today. (HT1)</p> <p>Study a contemporary global religious leader. (HT1)</p> <p>Investigate a global leader's response to a current crisis or issue, using reliable source materials. (HT1)</p> <p>Explore the roles of two local religious leaders and compare their roles within the community. (HT2)</p> <p>Express their own ideas about what a local religious figure might do in relation to a moral dilemma from the world today. (HT2)</p> <p>Reflect on how these people influence us in the ways they lead their lives. (HT2)</p> <p>Ask questions about who we are and where we belong, suggesting answers which refer to people who have inspired and influenced them. (HT1 and 2)</p>	<p>What makes time and places special? How do religious families and communities practise their faith, and the contributions they make to local life? What places of worship are there in the area near the school, in Barnet and in the world? What happens in those places of worship? What do the individual places of worship teach us about those religions? Does religion make a difference to our community? Link to British Values of tolerance, democracy, individual liberty and mutual respect.</p> <p>CHRISTIANITY AND ISLAM</p> <p>Understand that religion plays an important role in day to day life in Barnet and in the world.</p> <p>Know that religious beliefs are expressed using a variety of forms and symbols.</p>	<p>What, how and why do we celebrate and commemorate? What religious festivals are celebrated and why? How are beliefs and values expressed through worship? Link to British Values of individual liberty, mutual respect and tolerance.</p> <p>JUDAISM AND SIKHISM The Jewish Home</p> <p>Understand the different ways that religious groups worship.</p> <p>Identify the symbols and artefacts used in worship.</p> <p>Understand some of the differences within and between religions in their approach to worship and its significance.</p> <p>Use religious language accurately to explain in detail the ways in which religions guide people in the organisation of the home.</p> <p>Describe the forms of guidance</p>	<ul style="list-style-type: none"> the importance of the environment? <p>Link to British Values of democracy, individual liberty, tolerance, rule of law and mutual respect.</p> <p>ISLAM AND HINDUISM (x2 half-terms)</p> <p>Identify and understand the responses of religions and beliefs to global issues.</p> <p>Identify and explain the similarities and differences within and between religions in their responses.</p> <p>Describe and understand the religious and other responses to ultimate and ethical questions. Use at least three religions as examples.</p> <p>Identify and describe the similarities and differences within and between religions on key issues.</p> <p>Make links between values and commitments and between beliefs and actions.</p> <p>Discuss their own and other peoples' responses to these issues.</p> <p>Ask questions about and reflect on the challenges that these issues pose for everyone.</p> <p>Report on an issue, considering religious and other viewpoints.</p>
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		<p>Understand the links between faith and the key aspects of the places of worship.</p> <p>Know the variety of activities that happen in places of worship.</p> <p>Use religious language accurately to describe and compare what practices and experiences are involved in worshipping in several places of worship.</p> <p>Explain how religious beliefs can be expressed through special places.</p> <p>Compare codes of conduct expected at places of worship.</p> <p>Explain how features of religious life and practice make a difference to the lives of individuals and communities and create a sense of belonging.</p> <p>Visit at least one local place of worship and consider its significance to the local area.</p> <p>Study places of worship in a national and international context.</p>	<p>religious people use and compare them to the forms of guidance experienced by themselves.</p> <p>Listen to a personal story of a believer and how they conduct their daily worship.</p> <p>Describe how religious festivals are observed in the home.</p> <p>Make connections between beliefs and behaviour in religion.</p> <p>Make informed responses to people's values and commitments.</p> <p>Consider their own personal experiences and those of others.</p>	
RSHE	<u>RELATIONSHIPS</u>	<u>LIVING IN A WIDER WORLD</u>		<u>HEALTH AND WELL BEING</u>

Respecting Ourselves and Others

Know that everyone should be treated equally
-Identify what discrimination means and different types of discrimination
-Identify online bullying and discrimination
-Identify ways to safely challenge discrimination, including reporting discrimination online

Understand the importance to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

We're all Wonders

R.J Palacio

Families and Friendships

Recognise that friendships can change over time and the benefits of having new and different types of friends

-Learn strategies to positively resolve disputes and reconcile differences in friendships
-Identify what is peer influence and how it can make people feel or behave
-Identify strategies to manage peer influence
-Recognise the impact of the need for peer approval in different situations, including online

On Sudden Hill

Linda Sarah

Safe Relationships

Identify when physical touch is acceptable, unacceptable, wanted or unwanted in different situations
-Understand how it feels in a person's mind and body when they are uncomfortable
-Identify whom to tell if they are concerned about unwanted physical contact
-Understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about

Secrets Should Never Be Kept

Media Literacy and Digital Resilience

Recognise unsafe, suspicious and unreliable content online
-Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
-Identify how devices store and share information
-Learn basic strategies to assess whether content online is based on fact, opinion, or is biased
-Recognise media and online content that promote stereotypes

Belonging to a Community

- Identify how money or resources are allocated and the effect this has on individuals, communities and the environment
-Recognise how to take responsibility for the environment, animals and other living things
-Valuing and celebrating the good in others- Down Syndrome

One Plastic Bag

Miranda Paul

Money and Work

-Recognise a variety of routes into work e.g. college, apprenticeships, university, training
-Recognise what might influence people's decisions about a job or career
-Identify stereotyping in the workplace, its impact and how to challenge it

Keeping Safe

-Differentiate between positive risk taking and dangerous behaviour
-Identify how to respond in an emergency, including when and how to contact different emergency services
-Learn how to deal with common injuries using basic first aid techniques

St John's Ambulance resource

Physical Health and Mental Wellbeing

Identify healthy sleep strategies and how to maintain them
-Identify the benefits of being outdoors and in the sun for physical and mental health
-Recognise how to manage risk in relation to sun exposure, including skin damage and heat stroke
-Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines

Growing and Changing

Recognise personal identity and what contributes to it, including race, sex, gender, family, faith, culture
-Recognise that for some people their gender identity does not correspond with their biological sex
-Identify ways to boost their mood and improve emotional wellbeing

-Gracefully Grayson

Ami Polonsky

-I'm a girl

Yasmeen Ismail

	Jayneen Sanders		
RSHE SEND	<p><u>RELATIONSHIPS</u></p> <p><u>Respecting Ourselves and Others</u></p> <p>Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.</p> <p><u>Families and Friendships</u> Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Explain that our feelings about other people can change and that this is okay. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</p> <p><u>Safe Relationships</u></p> <p>Describe how we might feel if our personal belongings are lost or damaged. -Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings. -Explain the importance of respecting others' belongings, privacy and feelings. -Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. -Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p>	<p><u>LIVING IN A WIDER WORLD</u></p> <p><u>Media Literacy and Digital Resilience</u></p> <p>Explain how other people's identity online can be different to what it actually is in real life. -Explain how to respond if we're not sure if someone online is who they say they are. -Identify whom we can report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p> <p><u>Belonging to a Community</u></p> <p>Explain how we can take care of our environment. -Explain the importance of routines in taking care of people or pets. -Explain how rules and laws help us to live and work with other people outside of school.</p> <p><u>Money and Work</u></p> <p>Recognise how strengths, qualities and things we learn in school might link to possible future education routes</p>	<p><u>HEALTH AND WELL BEING</u></p> <p><u>Keeping Safe</u></p> <p>-Identify whom we can talk to if we are worried about health. -Identify when someone might need first aid because they are hurt/ injured.</p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>Identify simple ways some germs/illnesses may be spread. -Recognise that some people may not be able to eat certain foods because they will make them ill (allergies) -Explain some of the benefits of balancing exercise, food and rest. -Explain how rest and spending time doing things we enjoy can help to make us feel happy.</p> <p><u>Growing and Changing</u></p> <p>Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling. -Give simple reasons why it is important that others know how we are feeling. -To explain what gender identity means</p>
French objectives across all units	<p>Ask and answer simple questions on the current topic e.g.. my family, describing animals, body parts</p> <p>Adapt models to give own information, including simple questions, substituting individual words.</p> <p>Produce some short phrases within a familiar topic, with secure pronunciation.</p> <p>Pronounce various phonic sounds.</p>		

	<p>Understand the main points of a short, spoken passage made up of a few familiar words and phrases e.g. describing pets, family members Read short phrases aloud that contain mostly familiar language.</p> <p>Understand familiar words and simple sentences.</p> <p>Understand main points from a short simple text. Write high-frequency words, some phrases and short simple sentences with understandable spelling.</p> <p>Change various single elements in sentences (e.g. nouns or adjectives) to create new sentences.</p> <p>Create complex sentences (with the support of a frame).</p>		
<p>French topics and vocabulary</p>	<p>Morocco - Intercultural understanding</p> <p>Greetings & feelings – e.g. ça va bien parce que je suis content</p> <p>Introducing others ages – elle s'appelle, elle est contente, elle a neuf ans</p> <p>Personal Pronouns – je, il/elle, nous, vous, ils/elles</p> <p>Conjugate verbs</p> <p>Avoir – To have – j'ai, tu as, il a, nous avons</p> <p>Etre – To be – je suis, tu es, il est, nous sommes</p> <p>Introducing brothers and sisters – ils s'appellent... Ils ont dix ans</p> <p>Presentations</p>	<p>Describing Pets with colours – e.g. j'ai une tortue noire et verte qui mange.</p> <p>Body parts e.g. le monstre a trois yeux rouges et dix jambes jaunes</p> <p>Write pen pal letters – introduce family and pets</p> <p>Consolidation and revision of year 3 topics – greetings, numbers 13-31, family, colours and pets, body parts.</p> <p>Describing brothers and sisters features – il a un grand nez et les cheveux noirs</p>	<p>Moroccan Food - Intercultural understanding</p> <p>Revise phonics, weather and no. 30-100</p> <p>Opinions about siblings – Tu t'entends bien avec tes freres et tes soeurs? Oui je m'entends bien avec mes freres parce qu'ils sont gentils</p> <p>Write pen pal letters describing their siblings and their appearance.</p> <p>Presentations</p>