



Leen Mills





Curriculum Overview



2024 - 2025


Autumn 1							
Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History 	<u>Who am I</u> Myself - memory box Our Families - generations Birthdays (chronology months of the year) Train display People who help us -roles in society - parents			<u>How did the lives of Ancient Britain's change during the Stone Age?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with today?) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc Achievements and legacy - What did they do help to shape our lives today? (Significant individuals)	<u>How did the lives of Ancient Britain's change during the Stone Age?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with today?) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc Achievements and legacy - What did they do help to shape our lives today? (Significant individuals)		
Geography 	<u>Classroom and school</u>	<u>What's in our school?</u> Use simple fieldwork, aerial photographs and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.	<u>What is in our school?</u> Use simple fieldwork, aerial photographs and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.			<u>Where have you been?</u> Locate the world's countries, using maps to focus on European countries, (including the location of Russia) and major cities. Know, name and locate the capital cities of neighbouring European countries using an atlas.	<u>Local study</u> Know how to use an atlas by using the index to find places. Know how to use some basic Ordnance Survey map symbols. Know how to use Ordnance Survey symbols and six-figure grid references.
Art 		<u>Kandinsky</u> Name and explore the primary and use these to name and mix the secondary colours. Describe and give an opinion about the work of an artist. Suggest how artists have used colour pattern and shape in their work.	<u>Alberto Giacometti</u> Experiment with sculptural techniques. Use a range of materials to design and make a piece of art.			<u>Freda Kahlo</u> Explore different types of media. Make a 3D sculpture. Experiment with digital art.	<u>Portraits - Osamu Tezuka and Toyin Ojih Odutola</u> Think about proportions when drawing. Explore and use different techniques and materials to create tone, texture and feeling. Explore art from a different culture. Use lines, marks and shading to add texture.




							Show emotions and expressions in their art.
Science 	<u>Mini beasts</u> Forest schools- mini beast hunt, colour hunt, making a habitat ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants	<u>Animals including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<u>Animals including humans</u> Notice that animals including humans have offspring that grow into adults. Find out about and describe the basic needs of animals including humans for survival. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain	<u>Rocks fossils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	<u>Rocks and fossils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	<u>Living things and Habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	<u>Evolution and inheritance</u> Recognise living things produce offspring of the same kind but normally they vary and are not identical to their parents Recognise that living things have changed over time Identify how animals and plants are adapted to suit their environment in different ways that adaptation may lead to evolution.
DT 	<u>Cooking and nutrition</u> <u>Fruit salad/kebabs</u> Work on a questionnaire with the children and discuss favourite fruits. Show on a bar graph. Invite parents in to taste.			<u>Cooking and nutrition</u> <u>Stone age Bread.</u> Create a questionnaire and sell them. <u>Designer - Lionel Poilane</u>	<u>Cooking and nutrition</u> <u>Healthy soup</u> <u>Designer Campbells (Andy Warhole link y5)</u>		
RE 	<u>Christianity and Judaism: Special People</u> Who is special to them at home? What do you do with these special people? Special people at school. What makes us special? Who could be your role model? Jesus- What did he do that people thought was special? Moses receiving the 10 Commandments and following rules.	<u>Christianity: Creation Story</u> Be able to e-tell the Christmas Creation story to explore how this influences how Christians behave towards nature and the environment.	<u>Christianity: Creation Story</u> Be able to e-tell the Christmas Creation story to explore how this influences how Christians behave towards nature and the environment.	<u>Hinduism: Prayer and Worship</u> Know what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	<u>Hinduism: Prayer and Worship</u> Know what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	<u>Hinduism: Prayer and Worship</u> Know how Hindus show their commitment to God and to evaluate if there is a best way.	<u>Christianity: Christianity now</u> Know the influences Christianity still has in the world and evaluate whether it is still a strong religion.
Computing 	<u>Using technology</u>	<u>Improving mouse skills</u> Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	<u>Algorithms unplugged</u> Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	<u>Networks</u> Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks	<u>Email</u> Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	<u>Search engines</u> Research skills and finding accurate information	<u>Rodocodo</u> Understand that Selection is how a computer program makes decisions, and that those decisions are based on conditions Write complex programs using Conditional Loops, Functions and Selection
PHSE 	<u>Being Me in My World</u> Know how it feels to belong and that we are similar and different. Know how to recognise and manage feelings. know why it is good to be kind and use gentle hands. Be able to start to understand children's rights and that this means we should all be allowed to learn and play.	<u>Being Me in My World</u> Know why the classroom is a happy and safe place to learn. Know how to make the classroom a safe space	<u>Being Me in My World</u> Know why my behaviour can impact on other people in my class. Be able to compare their own and friends' choices and express why some choices are better than others.	<u>Being Me in My World</u> Know how behaviour can affect how others feel and behave. Know why it is important to have rules and how that helps me and others to learn. Be able to explain why it is important to feel valued.	<u>Being Me in My World</u> Be able to explain why being listened to and listening to others is important the school community. Know why being democratic is important and can help me and others feel valued.	<u>Being Me in My World</u> Be able to compare their life with other people in the county and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Know how the actions of one person can affect another and can give examples of this	<u>Being Me in My World</u> Know how choices can have an impact on people in the immediate community and globally. Be able to empathise with others in the community and globally and explain how this can influence the choices made.






						from school and a wider community context.	
<p>Music</p> 	<p><u>Exploring sounds.</u></p> <p>Kapow.</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p>	<p><u>Pulse and Rhythm.</u></p> <p>Kapow.</p> <p>Children learn how to feel the pulse in music and experiment with percussion instruments.</p>	<p><u>Glockenspiels.</u></p> <p>Kapow.</p> <p>Playing simple rhythmic patterns on an instrument. Experimenting with improvising and composition.</p>	<p><u>Ballads</u></p> <p>Kapow</p> <p>The children listen and learn how to identify the features of a ballad. Understanding that ballads tell a story through song.</p>	<p><u>Structure and Texture.</u></p> <p>Theme; Rainforest.</p> <p>Kapow.</p> <p>The children experiment with body percussion, and compositions.</p>	<p><u>Introduction to garage band.</u></p> <p>Music technology.</p> <p>Arranging and recording sounds.</p>	<p><u>Advanced Rhythms.</u></p> <p>Kapow</p> <p>The children explore rhythmic patterns through collaborate activities, using rhythmic notation to notate their own compositions.</p>
<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Moves freely and with pleasure and confidence in a range of ways Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities -lead healthy, active lives</p> <p>Pupils will Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p>	<p><u>Health Related Exercise</u></p> <p>Use knowledge of the relationship between the body and exercise to improve various fitness components Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's knowledge of how the food and drink we consume affects our body Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Uses knowledge of the relationship between the body and exercise to improve various fitness components Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's knowledge of how the food and drink we consume affects our body Develop children's ability to exercise at different intensities</p>
<p>PE (With specialist teacher)</p>	<p><u>Multli skills</u> Space awareness, coordination. Movements etc</p>	<p><u>Games</u> Individual and team games</p>	<p><u>Games</u> Individual and team games</p>	<p><u>Handball</u> Invasion games</p>	<p><u>Handball</u> Invasion games</p>	<p><u>Handball</u> Invasion games</p>	<p><u>Handball</u> Invasion games</p>
<p>French</p> 				<p><u>Colours numbers and greetings (Early teaching)</u> Phonics lesson 1 New vocabulary and spelling Learning to look for cognates 'bleu for blue' Learn to listen carefully and repeat.</p>	<p><u>What is the date? (intermediate)</u> Phonics lesson 1 and 2 Learn how to formulate the date. Say when our birthday is using the days of the week, months, years and numbers 1-31.</p>	<p><u>Do you have an animal? (Intermediate)</u> Phonics lessons 1-3 Create longer, authentic pieces of spoken and written French using connectives et and mais. Incorporate personal details using previous and new learning. Create extended sentences. Revisit 1st person and introduce negative structure.</p>	<p><u>School (Progressive)</u> Phonics lesson 1-3 Be able to provide positive and negative opinions and justifications to questions on school subjects. Learn how these skills can be transferable. Learn to extend sentences, making them longer and more interesting. Learn and implement changes in gender, nouns, articles and regular verbs.</p>





Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>History</p> 	<p><u>Traditional Tales</u> Sequence stories - Chronology The way people lived in the past. Changes to clothes/homes over time.</p>	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u> What was everyday life like? (Could compare with their own) Who was in charge?</p>	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u> What was everyday life like? (Could compare with their own) Who was in charge?</p>			<p><u>What did the Vikings want in Britain and how did Alfred stop them from getting it?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with a different time period) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc (Compare with Greeks) Achievements and legacy - What did they do help to shape our lives today? (Significant individuals)</p>	<p><u>What changes have occurred to the way power is distributed in Britain?</u> Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc Achievements and legacy - What did they do help to shape our lives today? (Significant individuals)</p>
<p>Geography</p> 				<p><u>Mapping the word</u> Mapping and atlas work. Focusing on continents. Know the names of a number of countries in the northern hemisphere. Know the capital city of at least six European countries. Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich Meridian on a map. Know whether a country is located in the Southern or Northern hemisphere.</p>	<p><u>Mapping the word</u> Mapping and atlas work. Focusing on continents. Know the names of a number of countries in the northern hemisphere. Know the capital city of at least six European countries. Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich Meridian on a map. Know whether a country is located in the Southern or Northern hemisphere.</p>		
<p>Art</p> 	<p><u>Diva Lamps</u> Safely explore a variety of materials, experimenting with texture and form.</p>			<p><u>Steven Wiltshire</u> Use different grades of pencil to shade and show different tones and textures. Use sketches to produce a final piece of art.</p>	<p><u>Steven Wiltshire</u> Use different grades of pencil to shade and show different tones and textures. Use sketches to produce a final piece of art.</p>		
<p>Science</p> 	<p><u>Seasonal change- What is Autumn?</u> ELG- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Seasonal Change</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. To ask questions to help them recognise growth in animals and humans.</p>	<p><u>Animals including humans</u> Find out about and describe the basic needs of animals including humans for survival. Notice that animals including humans have offspring that grow into adults.</p>	<p><u>Animals including humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Animals including humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>




							Use recognised symbols when representing a simple circuit in a diagram
DT 		<u>Mechanisms</u> <u>Toys with levers and sliders.</u> Designer - Ruth Handler	<u>Mechanisms</u> <u>Make Santa's sleigh using wheels and axels</u> Designer - Gisela Graham			<u>Cooking and nutrition</u> <u>Viking stew.</u> Create an online invite to ask parents to come and join to eat. Designer - Jesper Lyng	<u>Materials and textiles</u> <u>Aprons</u> to be used for an occasion e.g. parents invited in for 3 course meal in summer. Sell these to the children. Designer - Vivienne Westwood
RE 	<u>Christianity: Christmas and Diwali</u> Why do we give presents? Saying Thank you. The Christmas Story. Who celebrates Christmas?/Diwali How do you celebrate Christmas? How to Hindus celebrate Diwali?	<u>Christianity: Christmas Story</u> Be able to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	<u>Christianity: Christmas Story</u> Be able to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	<u>Christianity: Christmas- The true meaning</u> Know the true meaning of Christmas is to Christians and compare this with what Christmas means to them.	<u>Christianity: Christmas- The true meaning</u> Know the true meaning of Christmas is to Christians and compare this with what Christmas means to them.	<u>Christianity: Christmas- Different accounts of the Christmas Story</u> Know how different accounts of the Christmas story and understand that stories can be true in different way.	<u>Christianity: Virgin Mary</u> Be able to analyse the Christian belief in the Virgin Birth and be able to assess the significance of this to Christians
Computing 		<u>Algorithms unplugged</u> Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	<u>Introduction to data</u> Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers	<u>Rodocodo</u> Explain the Run-Step-Fix method of debugging Identify that using Functions creates more optimal solutions	<u>Computational thinking</u> Developing the four areas of computational thinking through a range of plugged and unplugged activities.	<u>Rodocodo</u> Understand that Selection is how a computer program makes decisions, and that those decisions are based on conditions Debug programs which include both Functions and Loops	<u>History of computers</u> Writing, recording and editing radio plays set during WWII, looking back in time at how computers have evolved and designing a computer of the future.
PHSE 	<u>Celebrating Difference</u> Know something they are good at and understand everyone is good at different things. Know that being different makes us all special. Know we are all different but the same in some ways. Know how to be a kind friend. Know which words to use to stand up for myself when someone says or does something unkind.	<u>Celebrating Difference</u> Know some ways that they are different and similar to other people in the class, and why this makes us all special. Be able to explain what bullying is and how being bullied might make somebody feel.	<u>Celebrating Difference</u> Be able to explain that sometimes people get bullied because they are seen to be different Be able to explain how it feels to have a friend and be a friend. Know why it is OK to be different from their friends.	<u>Celebrating Difference</u> Be able to describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Know how being involved with a conflict makes them feel and can offer strategies to help the situation.	<u>Celebrating Difference</u> Know a time when the first impression of someone changed as you got to know them. Know why bullying might be difficult to spot and what to do about it if they are not sure. Know why it is good to accept themselves and others for who they are.	<u>Celebrating Difference</u> Be able to explain the differences between direct and indirect types of bullying and is able to offer a range of strategies to help themselves and others Know why racism and other forms of discrimination are unkind. Express feelings about discriminatory behaviour.	<u>Celebrating Difference</u> Know ways in which difference can be a source of conflict or a cause for celebration. Be able to show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Music 	<u>Introducing Christmas production songs</u> Singing, rehearsing and performing songs to a live audience.	<u>Christmas Production.</u> Learning songs, dance moves and script. Rehearse, refine and perform.	<u>Christmas Production.</u> Learning songs, dance moves and script. Rehearse, refine and perform.	<u>Introduction to the recorder.</u> Charanga Learning how to play clear notes on the recorder.	<u>Changes in pitch, tempo and dynamics.</u> Theme: The singing river. Kapow Repeating patterns. Learning how to play with accuracy.	<u>Introduction to Djembe drums</u> Charanga Using voices and instruments with increasing accuracy, fluency and expression.	<u>Theme and variations.</u> Theme: Pop art. Kapow Children explore theme and variations and discover how rhythms can be translated onto different instruments.






<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Moves freely and with pleasure and confidence in a range of ways Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities -lead healthy, active lives</p> <p>Pupils will Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p>	<p><u>Health Related Exercise</u></p> <p>Use knowledge of the relationship between the body and exercise to improve various fitness components Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's knowledge of how the food and drink we consume affects our body Develop children's ability to exercise at different intensities</p>	<p><u>Health Related Exercise</u></p> <p>Uses knowledge of the relationship between the body and exercise to improve various fitness components Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's knowledge of how the food and drink we consume affects our body Develop children's ability to exercise at different intensities</p>
<p>PE (With specialist teacher)</p> 	<p><u>Games</u></p> <p>Teamwork, space, awareness and teamwork</p>	<p><u>Dance</u></p> <p>Rhythms and beats KS1 production</p>	<p><u>Dance</u></p> <p>Rhythms and beats KS1 production</p>	<p><u>Health and Fitness</u></p> <p>Improving on stamina and achieving a personal best</p>	<p><u>Health and Fitness</u></p> <p>Improving on stamina and achieving a personal best</p>	<p><u>Health and Fitness</u></p> <p>Improving on stamina and achieving a personal best</p>	<p><u>Health and Fitness</u></p> <p>Improving on stamina and achieving a personal best</p>
<p>French</p> 				<p><u>Colours numbers and greetings (Early teaching)</u></p> <p>Phonics lesson 1 New vocabulary and spelling Learning to look for cognates 'bleu for blue' Learn to listen carefully and repeat.</p>	<p><u>What is the date? (intermediate)</u></p> <p>Phonics lesson 1 and 2 Learn how to formulate the date. Say when our birthday is using the days of the week, months, years and numbers 1-31.</p>	<p><u>Do you have an animal? (Intermediate)</u></p> <p>Phonics lessons 1-3 Create longer, authentic pieces of spoken and written French using connectives et and mais. Incorporate personal details using previous and new learning. Create extended sentences. Revisit 1st person and introduce negative structure.</p>	<p><u>School (Progressive)</u></p> <p>Phonics lesson 1-3 Be able to provide positive and negative opinions and justifications to questions on school subjects. Learn how these skills can be transferable. Learn to extend sentences, making them longer and more interesting. Learn and implement changes in gender, nouns, articles and regular verbs.</p>



Spring 1							
Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History 				<u>Why was the Ancient Egyptians known as an early civilisation?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with a different time period) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc (Compare with Stone Age) Achievements and legacy - What did they do to help shape our lives today? (Significant individuals)	<u>Why was the Ancient Egyptians known as an early civilisation?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with a different time period) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc (Compare with Stone Age) Achievements and legacy - What did they do to help shape our lives today? (Significant individuals)	<u>How did the Islamic civilisations change their life?</u> Timeline - chronology What was the Governance like at this time? Who was in charge? How were decisions made? (Compare and contrast with a different time period) Every day life - the way people lived and what influenced lives - How they survived and what led to rich and poor etc (Compare with Anglo Saxons) Achievements and legacy - What did they do help to shape our lives today? (Significant individuals)	
Geography 	<u>Artic</u>	<u>What is the United Kingdom?</u> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<u>What is the United Kingdom?</u> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.				<u>Earthquakes and volcanoes</u> Know about and describe the key aspects of earthquakes. Know about and describe the key aspects of volcanoes. Know about, locate and name some of the world's most famous volcanoes.
Art 		<u>William Morris</u> Create a repeating pattern in print. Name and explore the primary colours and use these to name and mix the secondary colours.	<u>William Morris</u> Create a repeating pattern in print. Know how to create brown with paint and create tints by adding white and shades by adding black. Know how to use complimentary colours.	<u>Clay - Egyptian - Greyson Perry</u> Coil using clay. Create lines and markings using different tools.	<u>Clay - Egyptian - Greyson Perry</u> Coil using clay. Create lines and markings using different tools.	<u>Banksy</u> Express emotion in their art. Work in the style of a given artist.	<u>Still life</u> Experiment with a new media - ink. Choose appropriate tools to create a desired effect. Explain the style of their work and how it has been influenced by other artists.
Science	<u>Snow and Ice- exploring ice balloons</u> Life cycle of a penguin ELG- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>Materials</u> Identify and name a variety of materials, including wood, plastic, glass, metal, water, and fabric Describe the physical properties of a variety of materials	<u>Living things</u> Compare the differences between things that are living, dead and never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the	<u>Forces and Magnets</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other	<u>Forces and Magnets</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other	<u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical	<u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including





	<p>ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Distinguish between an object and the material from which it is made Compare and group together a variety of everyday materials on the basis of their physical properties.</p>	<p>basic needs of animals and plants. Identify and name a variety of plants and animals in their habitats including micro-habitats.</p>	<p>and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</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>microorganisms, plants and animals. Understand the reasons for classifying plants and animals based on specific characteristics Give reasons for classifying plants and animals based on specific characteristics</p>
<p>DT</p> 	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>	<p><u>Enterprise week</u></p>
<p>RE</p> 	<p><u>World Celebrations:</u> What are New Year resolutions? This year's achievements. Chinese New Year. How is it celebrated? Chinese New Year story. Persian New Year - Nowruz Holi - Hindu Festival of Colour</p>	<p><u>Christianity: Jesus as a friend</u> Know when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p><u>Christianity: Jesus as a friend</u> Know when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p><u>Christianity: Miracles</u> Be able to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p><u>Christianity: Miracles</u> Be able to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p><u>Islam</u> Know some of the ways that Muslims show commitment to God and evaluate whether there is a best way.</p>	<p><u>Christianity: Eternity</u> Know different beliefs about eternity and to understand the Christian perspective on this</p>
<p>Computing</p> 	<p><u>Instruction</u> To understand that a sequence is a set of actions performed in the correct order to achieve something</p>	<p><u>Rodocodo</u> Understand and explain what each command will do Understand that Loops are used when you want to repeat actions</p>	<p><u>Word processing</u> Learning about word processing and how to stay safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.</p>	<p><u>Email</u> Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.</p>	<p><u>Website design</u> Developing their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.</p>	<p><u>Mars rover 1</u> Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth. Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.</p>	<p><u>Big data 1</u> Understanding about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings. They also analyse transport data to understand its usefulness to commuters.</p>
<p>PHSE</p> 	<p><u>Dreams and Goals</u> Know that if I persevere I can tackle challenges. Know how to set a goal and work towards it. Be able to use kind words to encourage people. Know the link between what they are learning now and future jobs Know how they feel when they achieve a goal and know what it means to feel proud.</p>	<p><u>Dreams and Goals</u> Know how they feel when they are successful and how this can be celebrated positively.</p>	<p><u>Dreams and Goals</u> Be able to explain how they played a part in a group and the parts other people played to create an end product. Be able to explain how skills complemented each other. Know how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p><u>Dreams and Goals</u> Know the different ways that help them learn and know how to improve. Be able to be confident and positive when sharing my success with others.</p>	<p><u>Dreams and Goals</u> Know how to plan and set new goals even after a disappointment. Know what it means to be resilient and to have a positive attitude.</p>	<p><u>Dreams and Goals</u> Be able to compare hopes and dreams with those of young people from different cultures. Be able to reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>	<p><u>Dreams and Goals</u> Know different ways to work with others to help make the world a better place. Be able to explain what motivates them to make the world a better place.</p>





<p>Music</p> 	<p><u>Everyone. Singing songs.</u></p> <p>Charanga Learning songs, clapping rhythmic patterns.</p>	<p><u>In the groove.</u></p> <p>Pulse and rhythm Charanga Pulse and rhythm Introducing various music styles. Learning songs from different genres.</p>	<p><u>Instruments of the Orchestra</u></p> <p>Theme: 9traditional western stories. Kapow. Understanding, timbre, tempo and dynamics</p>	<p><u>Harry Potter Ostinato</u></p> <p>Listening to the music of John Williams. Composition and performance. Recognising the work of famous composers</p>	<p><u>Introduction to the Ukulele.</u></p> <p>Charanga Learning how to play chords, C,F,G. with fluency and accuracy.</p>	<p><u>History of the blues.</u></p> <p>Kapow. Musical History. Learning how to use and understand the staff and musical notations</p>	<p><u>Music through the eras.</u></p> <p>Musical history, from 1940's to present day. Compare and contrast different styles and genres.</p>
<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Move freely and with pleasure and confidence in a range of ways Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Orienteering</u></p> <p>Repeat and Perform sequences of movements Use FUNdamentals of movement to achieve success in competitive environments, individually and as a team With guidance participate displaying respect, fair play and working well with others</p> <p>Children can list the different points on a compass Children can show knowledge of what a 'key' is on a map!</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Demonstrate changes of level, direction and speed Show an awareness of how the body functions/changes during exercise With guidance participate displaying respect, fair play and working well with others Develop ability to solve problems Develop children's ability to engage in new activities fairly</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities Lead healthy, active lives</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 meres Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p>	<p><u>Rounders</u></p> <p>Display an understanding of fair play, working well with others and leading a small group Adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Display an understanding of fair play, working well with others and leading a medium sized group Utilise new skills in competitive situations, as an individual or part of a team Develop children's ability to solve problems Develop children's ability to engage in new activities fairly</p>	<p><u>Types of Training</u></p> <p>Use knowledge of the relationship between the body and exercise to improve various fitness components Utilise new skills in competitive situations, as an individual or part of a team Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's understanding of how the body reacts to different types of exercise Develop children's ability to push themselves physically</p>
<p>PE (With specialist teacher)</p> 	<p><u>Dance</u></p> <p>Movements, change of speeds and space awareness</p>	<p><u>Gymnastics</u></p> <p>Shapes and sequences/equipment and apparatus work</p>	<p><u>Gymnastics</u></p> <p>Shapes and sequences/equipment and apparatus work</p>	<p><u>Gymnastics</u></p> <p>Shapes, levels, jumps, sequences, partner work and apparatus</p>	<p><u>Gymnastics</u></p> <p>Shapes, levels, jumps, sequences, partner work and apparatus</p>	<p><u>Gymnastics</u></p> <p>Shapes, levels, jumps, sequences, partner work and apparatus</p>	<p><u>Gymnastics</u></p> <p>Shapes, levels, jumps, sequences, partner work and apparatus</p>
<p>French</p> 				<p><u>Animals (Early teaching unit)</u></p> <p>Phonics lesson 1</p> <p>Begin to build short sentences in French using personal pronouns and verbs 'je suis'. Begin to use determiners un and une. Pronounce nouns (animal names) correctly.</p>	<p><u>Presenting myself (Intermediate)</u></p> <p>Phonics lesson 1 and 2</p> <p>Work towards holding a simple conversation with a partner, asking and answering questions. Be able to present yourself in French, saying how old we are, our names, where we live and our nationality. Introduction to adjectival agreement in the simplest form</p>	<p><u>Clothes (Intermediate)</u></p> <p>Phonics lessons 1-3</p> <p>Learn 21 nouns for clothes with their appropriate article. To explore patterns in regular -er verbs to enable us to say what we and possibly somebody else if wearing. Start to apply rules connected to adjectival agreement correctly when describing clothing. Add colour to extend sentences.</p>	<p><u>Habitats (Progressive)</u></p> <p>Phonics lessons 1-3</p> <p>To work on longer, more accurate, authentic and interesting writing based around animals, plants and their habitats. Manipulate the language presented based on increased language awareness and knowledge. Write sequences short sentences demonstrating linguistic knowledge.</p>





Spring 2							
Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History 		<u>Why did the Great Fire burn down so many houses?</u> Festival - Bonfire night (Gunpowder plot) Who was in charge during Great Fire of London? What was Every day life like in London at this time? What legacy was left from this time period?	<u>Why did the Great Fire burn down so many houses?</u> Festival - Bonfire night (Gunpowder plot) Who was in charge during Great Fire of London? What was Every day life like in London at this time? What legacy was left from this time period?				
Geography 				<u>How is the United Kingdom different to France?</u> Know why people may be attracted to live in cities. Know why people may choose to live in one place rather than another. Compare physical and human features of France with those of the United Kingdom.	<u>How is the United Kingdom different to France?</u> Know why people may be attracted to live in cities. Know why people may choose to live in one place rather than another. Compare physical and human features of France with those of the United Kingdom.	<u>Trade links and ports around the world.</u> Know the names of some of the major rivers in the UK and why most cities are situated by rivers. Know why ports are important and the role they play in distributing goods around the world. Understand how trade has become global. Understand the global supply chain and how the UK fits into this. Understand the benefits of Fair Trade.	<u>Deserts</u> Know why the world has different time zones and how they work. Know how time zones work and calculate time differences around the world. Know the key features of a desert and their locations in the world.
Art 	<u>Giuseppe Arcimboldo - Fruit portraits</u> Safely use and experiment with a variety of materials, tools and techniques. Share their creations, explaining the process they have used.						
Science	<u>Dinosaurs- What did they eat? Carnivores, herbivores, omnivores</u> Healthy Eating link to Jigsaw ELG- Know some similarities and differences between the	<u>Animals including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of	<u>Animals including Humans: Staying Healthy</u> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	<u>Famous Scientists</u> Pupil-led unit with 'big questions' answered. Teachers to plan and conduct weekly science investigations based on pupil-led inquiry.	<u>Famous Scientists</u> Pupil-led unit with 'big questions' answered. Teachers to plan and conduct weekly science investigations based on pupil-led inquiry.	<u>Animals including humans</u> Describe the changes as humans develop to old age.	<u>Light</u> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye





	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class; ELG- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>					<p>Explain we see things because light travels from light source to our eyes or from light source to object and then our eyes</p>
<p>DT</p> 	<p><u>Structures</u> Arctic homes. Build a home for a person or animal.</p>	<p><u>Cooking and nutrition</u> <u>After dinner chocolate</u> Designer - Brian Lawrence Sollitt. Use a questionnaire and sell them.</p>	<p><u>Materials and textiles</u> <u>Explorer bags.</u> Running and back stitch. Designer - Anya Hindmarch</p>	<p><u>Mechanisms</u> <u>Pneumatic systems.</u> Linkages and levers. Designer - Otto Von Guericke</p>	<p><u>Materials and textiles</u> <u>Sewing - quilting.</u> Make squares and attach together for a purpose. Small quilted items to sell. Designer Rosie Lee Tompkins</p>	<p><u>Structures</u> <u>Boats - joining quality materials.</u> Moving parts. Designer - Robert Fulton</p>	<p><u>Cooking and nutrition</u> <u>3 course meal</u> Culmination of all year groups. Create an online invite to ask parents to come and join to eat. Designer Monica Galetti</p>
<p>RE</p> 	<p><u>Christianity: Easter</u> What is Easter? Signs of Spring What happens at Easter? Symbols of Easter The Easter Story</p>	<p><u>Christianity: Easter- Palm Sunday</u> Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><u>Christianity: Easter- Palm Sunday</u> Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><u>Christianity: Easter- Crucifixion</u> Be able to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p><u>Christianity: Easter- Crucifixion</u> Be able to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p><u>Christianity: Easter- Holy Week</u> Be able to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	
<p>Computing</p> 		<p><u>Digital imagery</u> Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</p>	<p><u>Rodocodo</u> Explain the Run-Step-Fix method of debugging Identify that using Loops create more optimal solutions</p>	<p><u>The journey inside a computer</u> Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.</p>	<p><u>Rodocodo</u> Understand that decomposition is the process of breaking down larger problems into smaller, more manageable parts</p>	<p><u>Mircrobit</u> Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.</p>	<p><u>Big data 2</u> Understanding data usage through the use of mobile data vs WiFi, the Internet of Things, and big data. Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy.</p>
<p>PHSE</p> 	<p><u>Healthy Me</u> Know that they need to exercise to keep my body healthy. Know how moving and resting are good is good for the body. Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help get to sleep and understand why sleep is good. Know why washing hands is important Know</p>	<p><u>Healthy Me</u> Be able to explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. Be able to give examples of when being healthy can help them feel happy.</p>	<p><u>Healthy Me</u> Know why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Be able to compare their own and their friends' choices and can express how it feels to make healthy and safe choices.</p>	<p><u>Healthy Me</u> Be able to identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p>	<p><u>Healthy Me</u> Know when people are putting me under pressure and can explain ways to resist this. Be able to identify feelings of anxiety and fear associated with peer pressure.</p>	<p><u>Healthy Me</u> Know the different roles that food and substances can play in people's lives. Know how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Be able to summarise different ways that they respect and value their body.</p>	<p><u>Healthy Me</u> Be able to explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Be able to identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.</p>





	what a stranger is and how to stay safe if a strange place						
<p>Music</p> 	<p><u>Our world.</u></p> <p>Charanga Developing thoughts and feelings through music.</p>	<p><u>Round and round.</u></p> <p>Charanga Developing rhythmic patterns.</p>	<p><u>Classical Music. Dynamics and tempo.</u></p> <p>Theme; Animals Listen and respond to pieces of classical music. Perform and compose.</p>	<p><u>Glockenspiel Charanga</u></p> <p>Developing compositions. Playing clear notes with fluency and accuracy.</p>	<p><u>BBC music Treasure island.</u></p> <p>Singing from memory with accurate pitch.</p>	<p><u>Looping and remixing</u></p> <p>Kapow Music technology. Improvising and composing using technology.</p>	<p><u>Music through the eras (continuation)</u></p> <p>Music History. Compare and contrast different composers.</p>
<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Move freely and with pleasure and confidence in a range of ways Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Orienteering</u></p> <p>Repeat and Perform sequences of movements Use FUNdamentals of movement to achieve success in competitive environments, individually and as a team With guidance participate displaying respect, fair play and working well with others</p> <p>Children can list the different points on a compass Children can show knowledge of what a 'key' is on a map!</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Demonstrate changes of level, direction and speed Show an awareness of how the body functions/changes during exercise With guidance participate displaying respect, fair play and working well with others Develop ability to solve problems Develop children's ability to engage in new activities fairly</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities Lead healthy, active lives Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p>	<p><u>Rounders</u></p> <p>Display an understanding of fair play, working well with others and leading a small group Adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Display an understanding of fair play, working well with others and leading a medium sized group Utilise new skills in competitive situations, as an individual or part of a team Develop children's ability to solve problems Develop children's ability to engage in new activities fairly</p>	<p><u>Types of Training</u></p> <p>Use knowledge of the relationship between the body and exercise to improve various fitness components Utilise new skills in competitive situations, as an individual or part of a team Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Develop children's understanding of how the body reacts to different types of exercise Develop children's ability to push themselves physically</p>
<p>PE (With specialist teacher)</p> 	<p><u>Gymnastics</u></p> <p>Balance, flexibility, using equipment and apparatus</p>	<p><u>Attacking and defending</u></p> <p>Development of basic tactics, teamwork skills through games</p>	<p><u>Attacking and defending</u></p> <p>Development of basic tactics, teamwork skills through games</p>	<p><u>Hockey</u></p> <p>Invasion games</p>	<p><u>Hockey</u></p> <p>Invasion games</p>	<p><u>Hockey</u></p> <p>Invasion games</p>	<p><u>Hockey</u></p> <p>Invasion games</p>
<p>French</p> 				<p><u>Animals (Early teaching unit)</u></p> <p>Phonics lesson 1</p> <p>Begin to build short sentences in French using personal pronouns and verbs 'je suis'. Begin to use determiners un and une. Pronounce nouns (animal names) correctly.</p>	<p><u>Presenting myself (Intermediate)</u></p> <p>Phonics lesson 1 and 2</p> <p>Work towards holding a simple conversation with a partner, asking and answering questions. Be able to present yourself in French, saying how old we are, our names, where we live and our nationality. Introduction to adjectival agreement in the simplest form</p>	<p><u>Clothes (Intermediate)</u></p> <p>Phonics lessons 1-3</p> <p>Learn 21 nouns for clothes with their appropriate article. To explore patterns in regular -er verbs to enable us to say what we and possibly somebody else if wearing. Start to apply rules connected to adjectival agreement correctly when describing clothing. Add colour to extend sentences.</p>	<p><u>Habitats (Progressive)</u></p> <p>Phonics lessons 1-3</p> <p>To work on longer, more accurate, authentic and interesting writing based around animals, plants and their habitats. Manipulate the language presented based on increased language awareness and knowledge. Write sequences short sentences demonstrating linguistic knowledge.</p>





Summer 1							
Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History 				<u>How has communication changed through time since the Stone Age?</u> Timeline - chronology Achievements and legacy - What did they do to help shape our lives today?	<u>How has transport changed through time since the Stone Age?</u> Timeline - chronology Achievements and legacy - What did they do to help shape our lives today?		<u>World at war Chronology</u> Cause and consequences Impact on life at war.
Geography 		<u>How is Madagascar different to where we live?</u> Understand the geographical similarities and differences between Hucknall and Madagascar by studying the human and physical features	<u>How is Madagascar different to where we live?</u> Understand the geographical similarities and differences between Hucknall and Madagascar by studying the human and physical features			<u>The Blue Planet</u> Know the difference between a river and a stream. Know about the course of a river. Understand why some rivers are more well-known than others. Use a map to locate some of the world's most famous rivers.	
Art 				<u>Georgia O'Keefe</u> Create a background using a wash. Experiment with different media such as paints and pastels. Choose media based on desired effect. Experiment with a range of brushes. Compare work of other artists to work of their own.	<u>Georgia O'Keefe</u> Create a background using a wash. Experiment with different media such as paints and pastels. Choose media based on desired effect. Experiment with a range of brushes. Compare work of other artists to work of their own.	<u>Andy Warhol</u> Create an accurate print design. Use different paints for different purposes.	<u>Clay Buddhas - Graham Ibbeson</u> Use different techniques and tools to add texture to clay. Use slip to join pieces of clay together.
Science 	<u>Oral health care- the importance of brushing our teeth.</u> ELG- Talk about the lives of the people around them and their roles in society ELG- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<u>Seasonal change</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	<u>Use of everyday materials</u> Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of	<u>Properties of Materials</u> Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons, for the particular uses of everyday materials. Demonstrate that dissolving, mixing and changes	<u>Animals including humans</u> Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

				flowering plants, including pollination, seed	flowering plants, including pollination, seed	of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	
		<u>Structures</u> <u>Park equipment</u> (Sandwiches) Designer - Friedrich Frobel Invite parents in to discuss any relevant jobs. link to food/forces?	<u>Cooking and nutrition</u> <u>Healthy biscuits</u> Designer Huntley and Palmers				
	<u>Stories</u> The Boy who cried wolf Telling the truth. The crocodile and the Priest - Being equal Bilal and the beautiful Butterfly Being special and beautiful like the butterfly. The Gold Giving Serpent. Being greedy Best Friends. Being a good friend. The Lost Sheep Being lost and how would it feel.	<u>Judaism: Shabbat</u> Be able to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	<u>Judaism: Shabbat</u> Be able to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	<u>Sikhism: Sharing and Community</u> Know how Sikh beliefs affect their way of life and the importance they place on sharing.	<u>Sikhism: Sharing and Community</u> Know how Sikh beliefs affect their way of life and the importance they place on sharing.	<u>Hinduism: Beliefs and Morals</u> Know the impact of certain beliefs on a Hindu's life.	<u>Buddhism: Happiness all of the time?</u> Know and understand the 8 fold path and why this is important for Buddhists
	<u>Exploring hardware</u>	<u>Introduction to data</u> Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.	<u>International space centre</u> Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.	<u>Video trailers</u> Developing filming and editing video skills through the storyboarding and creation of book trailers.	<u>Video trailers</u> Developing filming and editing video skills through the storyboarding and creation of book trailers.	<u>Stop motion</u> Storyboarding ideas, taking photographs and editing to create a video animation.	<u>Bletchley park</u> Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages. Children present information about historical figures.
	<u>Relationships</u> Know some of the jobs they do in their family Know how to make friends to stop themselves from feeling lonely. Know of ways to solve problems and stay friends. Know the impact of unkind words. Know how to be a good friend	<u>Relationships</u> Be able to explain some of the relationships they have with different people Be able to explain how their qualities help these relationships. Be able to give examples of behaviour in other people that they like and don't like.	<u>Relationships</u> Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Be able to give examples of some different problem-solving techniques and explain how they might use them in certain situations in different relationships.	<u>Relationships</u> Be able to explain how their life is influenced positively by people Know how and why choices might affect my family, friendships and people around the world.	<u>Relationships</u> Know how people are feeling when they miss a special person or animal. Know ways that might help me manage feelings when missing a special person or animal.	<u>Healthy Me</u> Know the different roles that food and substances can play in people's lives. Know how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Be able to summarise different ways that they respect and value their body.	<u>Relationships</u> Be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Be able to explain the feelings they might experience if they lose somebody special Be able to understand the need to stand up for themselves and their friends in real or online situations.

<p>Music</p> 	<p><u>Singing and dancing to Rhythms.</u></p> <p>Charanga Big bear funk Children sing songs, make music and dance. Clapping rhymes. Finding the pulse.</p>	<p><u>Introducing Glockenspiels.</u></p> <p>Charanga. Your imagination Learning how to use an instrument for a performance. Listen and respond.</p>	<p><u>Superhero's Pitch and tempo</u></p> <p>Kapow Superheros. Play tuned and untuned instruments musically .</p> <p>Recognising high and low pitch.</p>	<p><u>Reggae</u></p> <p>Charanga Three little birds</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>	<p><u>Rock and Roll</u></p> <p>Kapow</p> <p>Play and perform in solo and ensemble contexts, using their voices and musical instruments with fluency, accuracy, control and expression.</p>	<p><u>Musical Theatre</u></p> <p>Kapow.</p> <p>The children will develop their understanding and plan their own musical theatre scene, including a song, dance and acting.</p>	<p><u>Production rehearsals.</u></p> <p>Developing performance skills. Rehearse and refine.</p>
<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Move freely and with pleasure and confidence in a range of ways Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Games- Multi-Skills</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments -Show an awareness of how the body functions/changes during exercise Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's agility Develop children's coordination</p>	<p><u>Striking and Fielding</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team With guidance participate displaying respect, fair play and working well with others Develop children's ability to roll/move the ball with accuracy Develop children's ability to analyse performance</p>	<p><u>Rounders</u></p> <p>Throw and catch displaying with accuracy, in isolation and varied environments Display an understanding of fair play, respect and working well with others</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise Repeat and perform sequences of movements Display development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination) Develop children's knowledge of how the body functions/changes during exercise Develop children's ability to exercise at different intensities</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities lead healthy, active lives Swim competently, confidently and proficiently over a distance of at least 25 meres Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Display an understanding of fair play, working well with others and leading a medium sized group Utilise new skills in competitive situations, as an individual or part of a team</p> <p>Develop children's ability to solve problems Develop children's ability to engage in new activities fairly</p>
<p>PE (With specialist teacher)</p> 	<p><u>Attacking and defending</u></p> <p>Developing skills through games</p>	<p><u>Racket and ball (Tennis)</u></p> <p>Development of coordination through sporting equipment.</p>	<p><u>Striking and fielding</u></p> <p>Developing hand eye coordination, catching and throwing and bowling</p>	<p><u>Striking and fielding (Cricket)</u></p> <p>Developing hand eye coordination catching, throwing and bowling</p>	<p><u>Striking and fielding (Cricket)</u></p> <p>Developing hand eye coordination catching, throwing and bowling</p>	<p><u>Striking and fielding (Cricket)</u></p> <p>Developing hand eye coordination catching, throwing and bowling</p>	<p><u>Striking and fielding (Cricket)</u></p> <p>Developing hand eye coordination catching, throwing and bowling</p>
<p>French</p> 				<p><u>Musical instruments (Early teaching)</u></p> <p>Phonics lesson 1 Continue to build on working memory. Build short phrases using pronoun, verb and article. Say and write these words in the correct order and accurately.</p>	<p><u>The tea room (Intermediate)</u></p> <p>Phonics lesson 1 and 2 Improve memory, retention and recall. Learn more extensive vocabulary. Be able to use language linked to the café from memory. Recognise articles can be interchangeable.</p>	<p><u>Weather (Intermediate)</u></p> <p>Phonics lessons 1-3 Describe the weather using nine key phrases. Read and understand a weather map on French. Use of il y a and faire in weather phrases. Understand how the French language differs to the English language.</p>	<p><u>Healthy lifestyle (Prongressive)</u></p> <p>Phonics lessons 1-3 Be able to say and write in detail what is necessary to maintain a healthy diet. Say and write healthy and unhealthy options to eat and drink. Say what physical activities we do, creating longer more interesting sentences. Respond in spoken and written forms from a listening activity. First person singular conjugation of high frequency verbs, use of the negative and imperative instructions.</p>

Summer 2							
Subject	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History 	<u>On the farm</u> <u>The way people lived in the past.</u> Changes to tools and old-fashioned farming over time.	<u>Should we call Grace O Malley a Pirate?</u> What legacy and achievement did she leave?				<u>How has law, crime and punishments changed through the time?</u> Timeline - chronology Achievements and legacy - What did they do to help to shape our lives today?	<u>World at war</u> <u>Chronology</u> Cause and consequences Impact on life at war.
Geography 				<u>Wild, Wonderful World.</u> <u>Focusing on weather, climate and biomes</u> Know what a biome is. Know the names of the 6 major biomes. Know the differences between the biomes.	<u>Wild, Wonderful World.</u> <u>Focusing on weather, climate and biomes</u> Know what a biome is. Know the names of the 6 major biomes. Know the differences between the biomes.		
Art 	<u>Van Gogh</u> Safely use and experiment with a variety of materials, tools and techniques. Make observations and show this in their own work.	<u>Pirate portraits</u> Use pencils to create lines of different thickness in drawings. Use different materials such as pastels and paint in their art. Choose materials according to personal preference and effect after experimenting.	<u>Pirate portraits</u> Use pencils to create lines of different thickness in drawings. Use different materials such as pastels and paint in their art. Choose materials according to personal preference and effect after experimenting.				
Science 	<u>Growing</u> Life cycle of a sunflower Naming the parts of our body- link to Jigsaw Human growth- baby to adult- link to jigsaw ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants	<u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<u>Light and Darkness</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object	<u>Light and Darkness</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object	<u>Changes of Materials</u> Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons, for the particular uses of everyday materials. Demonstrate that dissolving, mixing and changes	<u>Animals including humans</u> Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

				Find patterns in the way that the size of shadows change	Find patterns in the way that the size of shadows change	of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	
	<p><u>Materials and textiles</u> Make a farm animal puppet. Blanket stitch using pre-cut template. Sell them.</p>			<p><u>Structures</u> <u>Biomes - life size for a purpose.</u> Use large construction to build. <u>Designer - Zaha Hadid</u></p>	<p><u>Electricals and computing</u> <u>Bed side lamp</u> Switches, bulbs and circuits. Coding <u>Designer - Caroline Haslett</u></p>	<p><u>Mechanisms and Computing</u> <u>Mars Rover</u> Pulley/cam/lever?? Coding CAD <u>Designer - Orville and Wilbur Wright</u></p>	<p><u>Mechanisms and Electricals and computing</u> <u>Item to be decided</u> Buzzers and motors Coding CAD <u>Designer Floris Hovers</u></p>
	<p><u>Special Places</u> Homes Around the world. What makes a house special? What makes a place special? What is a church for? Have you ever been to a church? What is a mosque? Who uses a Mosque? The synagogue. Different routines in a Synagogue.</p>	<p><u>Judaism: Chanukah</u> Be able to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p>	<p><u>Judaism: Chanukah</u> Be able to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p>	<p><u>Sikhism: Prayer and Worship</u> Know the different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p><u>Sikhism: Prayer and Worship</u> Know the different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p><u>Christianity: Beliefs and Practices</u> Know how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p><u>Islam: Akhirah- Life after death</u> Know and identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Be able to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>
		<p><u>Skills show case</u> Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.</p>	<p><u>Stop motion</u> Storyboarding and simple animation creation using either tablet devices or devices with cameras.</p>	<p><u>Data handling</u> By learning about records, fields and data, the children further explore the concepts of sorting and filtering.</p>	<p><u>Skills show case</u> Editing the HTML of a web page to change the layout of a website and the text and images.</p>	<p><u>Mars rover 2</u> Learning about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications while beginning to use 3D design tools.</p>	<p><u>Link to DT</u> Designing a new electronic product and using CAD software to design appropriate housing for it. Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting existing code, debugging programs, and searching for accurate information online.</p>
	<p><u>Changing Me</u> Be able to name parts of the body. Know some things they can do and foods they can eat to be healthy. Know that we all grow from babies to adults.</p>	<p><u>Changing Me</u> Be able to compare how they are now to when they were a baby and explain some of the changes that will happen to me as they get older. Be able to use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Be able to explain why some changes they might experience might feel better than others.</p>	<p><u>Changing Me</u> Be able to Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Be able to explain why some types of touches feel OK and others don't. Know what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them.</p>	<p><u>Changing Me</u> Know how boys' and girls' bodies change on the outside during the growing up process Know how they feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p><u>Changing Me</u> Explain some of the choices they might make in the future and some of the choices that they have no control over. Know how boys' and girls' bodies change on the outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Know some suggestions about how they might manage their feelings when changes happen.</p>	<p><u>Relationships</u> Be able to compare different types of friendships and the feelings associated with them. Know how to stay safe when using technology to communicate with friends, including how to stand up for yourself, negotiate and to resist peer pressure. Be able to apply strategies to manage feelings and the pressures you may face to use technology in ways that may be risky or cause harm.</p>	<p><u>Relationships</u> Be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Be able to explain the feelings they might experience if they lose somebody special Be able to understand the need to stand up for themselves and their friends in real or online situations.</p>

<p>Music</p> 	<p><u>Reflect, rewind and replay.</u></p> <p>Charanga</p> <p>Learning songs.</p> <p>Moving with the pulse, in time with the music.</p>	<p><u>Vocal and body sounds</u></p> <p>Kapow</p> <p>Theme: The sea.</p> <p>Creating sound scapes.</p> <p>Using percussion instruments to create sound effects.</p>	<p><u>Dynamics, Timbre and Tempo.</u></p> <p>Kapow</p> <p>Theme: Space</p> <p>Children play and create short sequences of sounds, noting their compositions.</p>	<p><u>Jazz</u></p> <p>Kapow</p> <p>Children learn various jazz techniques including syncopated rhythms.</p> <p>Listening with attention to detail, recalling sounds with increasing aural memory.</p>	<p><u>Samba and Carnival</u></p> <p>Kapow</p> <p>Sounds and instruments</p> <p>Children learn to identify the features of samba music, including where it originates from, the instruments and dynamics used.</p>	<p><u>Ukuele</u></p> <p>Charanga.</p> <p>The children will know how to use notation to record groups of chords.</p> <p>Play with accuracy and fluency. Recognise the notes on a staff.</p>	<p><u>Production rehearsals.</u></p> <p>Practice, refine and perform to a live audience.</p>
<p>PE</p> 	<p><u>Balance Bikes</u></p> <p>Move freely and with pleasure and confidence in a range of ways</p> <p>Develop pupils ability to move in a variety of ways</p> <p>After having received balance bike training from ProRide Coaching, chn to explore riding balance bikes and know how to go and stop successfully. Chn will be encouraged to lift their feet to free ride where necessary. Ramps have been purchased to challenge the more able in the sessions. Chn bring their own helmets.</p>	<p><u>Games- Multi-Skills</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments</p> <p>-Show an awareness of how the body functions/changes during exercise</p> <p>Displays development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination)</p> <p>Develop children's agility</p> <p>Develop children's coordination</p>	<p><u>Striking and Fielding</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments</p> <p>Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team</p> <p>With guidance participate displaying respect, fair play and working well with others</p> <p>Develop children's ability to roll/move the ball with accuracy</p> <p>Develop children's ability to analyse performance</p>	<p><u>Rounders</u></p> <p>Throw and catch displaying with accuracy, in isolation and varied environments</p> <p>Display an understanding of fair play, respect and working well with others</p>	<p><u>Health Related Exercise</u></p> <p>Show an awareness of how the body functions/changes during exercise</p> <p>Repeat and perform sequences of movements</p> <p>Display development in the FUNdamentals of movement (jog, sprint, jump, hop, weight on hands, balance and coordination)</p> <p>Develop children's knowledge of how the body functions/changes during exercise</p> <p>Develop children's ability to exercise at different intensities</p>	<p><u>Swimming and Water Safety</u></p> <p>Develop competence to excel in a broad range of physical activities</p> <p>lead healthy, active lives</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p>	<p><u>Invictus (New and Inclusive activities)</u></p> <p>Display an understanding of fair play, working well with others and leading a medium sized group</p> <p>Utilise new skills in competitive situations, as an individual or part of a team</p> <p>Develop children's ability to solve problems</p> <p>Develop children's ability to engage in new activities fairly</p>
<p>PE (With specialist teacher)</p> 	<p><u>Athletics</u></p> <p>Prep for sports day</p>	<p><u>Athletics</u></p> <p>Prep for sports day</p>	<p><u>Athletics</u></p> <p>Prep for sports day</p>	<p><u>Athletics</u></p> <p>All athletic events such as running, throwing and jumps</p>	<p><u>Athletics</u></p> <p>All athletic events such as running, throwing and jumps</p>	<p><u>Athletics</u></p> <p>All athletic events such as running, throwing and jumps</p>	<p><u>Athletics</u></p> <p>All athletic events such as running, throwing and jumps</p>
<p>French</p> 				<p><u>Musical instruments (Early teaching)</u></p> <p>Phonics lesson 1</p> <p>Continue to build on working memory.</p> <p>Build short phrases using pronoun, verb and article.</p> <p>Say and write these words in the correct order and accurately.</p>	<p><u>The tea room (Intermediate)</u></p> <p>Phonics lesson 1 and 2</p> <p>Improve memory, retention and recall.</p> <p>Learn more extensive vocabulary.</p> <p>Be able to use language linked to the café from memory.</p> <p>Recognise articles can be interchangeable.</p>	<p><u>Weather (Intermediate)</u></p> <p>Phonics lessons 1-3</p> <p>Describe the weather using nine key phrases.</p> <p>Read and understand a weather map on French.</p> <p>Use of il y a and faire in weather phrases.</p> <p>Understand how the French language differs to the English language.</p>	<p><u>Healthy lifestyle (Progressive)</u></p> <p>Phonics lessons 1-3</p> <p>Be able to say and write in detail what is necessary to maintain a healthy diet.</p> <p>Say and write healthy and unhealthy options to eat and drink.</p> <p>Say what physical activities we do, creating longer more interesting sentences.</p> <p>Respond in spoken and written forms from a listening activity.</p> <p>First person singular conjugation of high frequency verbs, use of the negative and imperative instructions.</p>

