


Long term Plan 2023-2024 - Year 5

Learning Mindsets: Learning Mindsets: Respect (Autumn), Responsibility (Spring), Resilience (Summer)					
English (Writing, Reading, GPVS)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading: Word reading and comprehension</p> <p>Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)</p> 					
<p>Class Book: The Firework-Maker's Daughter - Phillip Pullman</p> <p><u>Reading Skills:</u> Prediction Retrieval Language and Meaning Clarification Inference Summarising</p> <p><u>Writing</u> 1. Main Written Setting Description - fireworks, volcanoes and mountains Compositional Focus- in narratives, describing settings, characters and atmosphere Process focus: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Word level grammar knowledge</u></p>	<p>Class Book: Odd and the Frost Giants - Neil Gaiman</p> <p><u>Reading Skills:</u> Fluency Words in context Sequencing Linking of events Retrieval Inference Predictions Making comparisons</p> <p><u>Writing</u> 1. Oral activities to support written outcome Instructions - How to carry out a Viking Raid <i>Skill- cohesion built with adverbials of time and the use of modal verbs</i></p> <p>2. Practise and Apply Review of Jorvik Viking Centre <i>Oral activities to support composition</i> * discussion * hot seating/interview Compositional Focus- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Process focus; planning and editing</p> <p><u>Word level grammar knowledge</u> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p>	<p>Class Book: Spymaster - First Blood - Jan Burchett and Sara Vogler</p> <p>Leon Garfield- tales of Shakespeare Macbeth</p> <p><u>Reading Skills:</u> Fluency Prediction Retrieval Inference Making comparisons Events links to meaning Clarification Summarising Words in context</p> <p><u>Writing</u> 1. Content focus Persuasive Argument - Which of Henry VIII's wives had it 'the worst'?</p> <p><i>Oral activities to support composition</i> * debate * discussion * hot seating/interview Compositional Focus- modal verbs and relative clauses in persuasive advert. Process focus; planning using thinking aloud.</p> <p><u>Sentence level knowledge</u> * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or</p>	<p>Class Book: Grimm Tales - Philip Pullman Charles Dickens: stories (History link)</p> <p><u>Reading Skills:</u> Words in context Retrieval Clarification Inference Summarising Decoding and fluency Retrieval Words in contexts Prediction How language affects meaning Sequencing Summarising Making comparisons</p> <p><u>Writing</u> 1. Practise and Apply Persuasive Advert - Holiday to Mars <i>Oral activities to support composition</i> * debating * hot seating * conscience alley Compositional Focus- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Process focus; planning and editing.</p> <p><u>Word level grammar knowledge</u> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><u>Sentence level knowledge</u></p>		

<p>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek</p> <p>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>* Subordinate clauses [because, although, if]</p> <p>Text level grammar</p> <p>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation</p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate fronted adverbials</p> <p>Terminology (highlight key vocab for specific unit) modal verb, relative pronoun relative clause parenthesis,</p> <p>3. Main Written Narrative- Christmas fantasy story (The Bear and the Hare stimulus) Compositional Focus-cohesive devices in adventure narratives, Process focus; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence level knowledge</p> <p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek</p> <p>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>* Subordinate clauses [because, although, if]</p> <p>Text level grammar</p> <p>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation</p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate fronted adverbials</p> <p>Terminology (highlight key vocab for specific unit) modal verb, relative pronoun relative clause parenthesis,</p> <p>3. Main Written Narrative- Christmas fantasy story (The Bear and the Hare stimulus) Compositional Focus-cohesive devices in adventure narratives, Process focus; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>modal verbs [for example, might, should, will, must]</p> <p>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>* Emotive language including rhetorical questions</p> <p>* Subordinate clauses [because, although, if]</p> <p>Text level grammar</p> <p>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Punctuation</p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>* Question marks to mark rhetorical questions</p> <p>Terminology (modal verb, relative pronoun relative clause emotive language, rhetorical question)</p> <p>2. Main Written additional chapter Mystery narrative (Spmaster) Compositional Focus- dialogue and setting in mysteries Process focus; planning and editing</p> <p>Word level grammar knowledge</p>	<p>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek</p> <p>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>* Emotive Language including rhetorical questions</p> <p>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>* Subordinate clauses [because, although, if]</p> <p>Text level grammar</p> <p>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation</p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>Terminology rhetorical questions, emotive language, descriptive language, subordinate clause</p> <p>2. Main Written Deconstructing modern fairy tales - Three Little Pigs with a devised final chapter Compositional Focus- building of tension and suspense within a chapter</p>
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Terminology (highlight key vocab for specific unit)

expanded noun-phrases, fronted adverbials, descriptive language

2. Oral activities to support written outcome

Explanation- How does a volcano erupt? Link to Geography lesson where we recreate a volcanic eruption.

Skill- cohesion built with adverbials of time. Subordinate Clauses.

3. Practise and Apply Newspaper report - Natural Disaster.

Compositional Focus- direct and reported speech

Process focus; planning and editing
Word level grammar knowledge

* Converting nouns or adjectives into verbs using **suffixes** [for example, -ate; -ise; -ify]

Sentence level knowledge

* **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

* **Indicating degrees of possibility using adverbs** [for example,

Word level grammar knowledge

* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

* Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence level knowledge

* **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun
E.g. The prince, who lived in the ruined castle, decided to seek

* **Fronted adverbials** [for example, *later that day, I heard the bad news.*]

* **Expanded Noun Phrases**

* **Descriptive language devices including noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases

Text level grammar

* Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

* Linking ideas across paragraphs using **adverbials** of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation

* Use of **inverted commas** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

* Use of **commas** to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

Terminology

expanded noun phrases, fronted adverbials, direct speech,

* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

* Verb prefixes [for example, dis-, de-, mis-, over- and re-]

* Noun choices- **archaic language** eg hound instead of dog

Sentence level knowledge

* **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun
E.g. The prince, who lived in the ruined castle, decided to seek

* Show language/Tell language
* **Descriptive language devices including noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases

* **Fronted adverbials** [for example, *later that day, I heard the bad news.*]

Text level grammar

* Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

* Linking ideas across paragraphs using **adverbials** of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

* Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Punctuation

* Use of **commas** to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

* Use of **inverted commas** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted

Process focus: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Word level grammar knowledge

* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
* Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence level knowledge

* **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun
E.g. The prince, who lived in the ruined castle, decided to seek

* **Descriptive language devices including noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases

* **Fronted adverbials** [for example, *later that day, I heard the bad news.*]

* **Show/Tell Language**

Text level grammar

* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

* Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Punctuation

* Use of **commas** to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

Terminology (
relative pronoun

perhaps, surely] or modal verbs [for example, might, should, will, must]

- * **Fronted adverbials** [for example, *later that day, I heard the bad news.*]
- * **Subordinate clauses** [because, although, if]

Text Level grammar

- * **Devices to build cohesion** within a paragraph [for example, then, after that, this, firstly]
- * Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation

- * Brackets, dashes or commas to indicate parenthesis
- * Use of **commas** to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

- * Use of **inverted commas** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end

Selling Focus:

'or' sound spelt 'or', converting nouns into verbs using suffix 'ate', converting nouns into verbs using suffix 'ise', converting nouns into verbs using suffix 'ify', converting nouns into verbs using suffix 'en'

Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere'

commas: *The conductor shouted, "Sit down!"*

Terminology

relative clause
parenthesis,
, **show/tell language**, **ellipsis**,

3. Practise and Apply/Oral

Poetry- learn by heart, write poems and then write your own version of a poem - Macbeth

Oral activities to support composition

- * oral retelling poetry

Compositional Focus- perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear.

Process focus; planning and editing

Word level grammar knowledge

- * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
- * Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence level knowledge

- * **Descriptive language devices including noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases

Text level grammar

- * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation

- * Use of **commas** to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials
- * Use of the **colon** to introduce a list and use of **semi-colons** within lists

relative clause
cohesion, **ellipsis**, **descriptive language**, **show/tell language**

3. Content focus

Playscripts - Charles Dickens

Oral activities to support composition

- * acting

- * hot seating

- * conscience alley

Compositional Focus- punctuating playscripts correctly.

Process focus; planning and editing.

Word level grammar knowledge

- * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
- * Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence level knowledge

- * **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

E.g. *The prince, who lived in the ruined castle, decided to seek*

- * Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

- * Show language/Tell language

- * **Descriptive language devices including noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases

- * **Fronted adverbials** [for example, *later that day, I heard the bad news.*]

Text level grammar

- * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation

- * **Brackets**, dashes or commas to indicate parenthesis

punctuation within inverted commas: *The conductor shouted, "Sit down!"*

Terminology (highlight key vocab for specific unit)

relative clause,
inverted commas
subordinate clause,

Spelling Focus:

Prefixes and suffixes-
cious

-tious

-ious

i spelt with y

Words with the long
vowel sound /i/ spelt
with y

Homophones and near
homophones

Terminology

bracket,
colons, semi-colon,

4. Content focus

Playscripts

Oral activities to support composition

* acting

* hot seating

* conscience alley

Compositional Focus- punctuating
playscripts correctly.

Process focus; planning and editing.

Word level grammar knowledge

* Converting nouns or adjectives into verbs
using suffixes [for example, -ate; -ise; -
ify]

* Verb prefixes [for example, dis-, de-,
mis-, over- and re-]

Sentence level knowledge

* **Relative clauses** beginning with who,
which, where, when, whose, that, or an
omitted relative pronoun

E.g. The prince, who lived in the ruined
castle, decided to seek

* Indicating degrees of possibility using
adverbs [for example, perhaps, surely] or
modal verbs [for example, might, should,
will, must]

* Show language/Tell language

* **Descriptive language devices including
noun phrases** expanded by the addition of
modifying adjectives, nouns and
preposition phrases

* **Fronted adverbials** [for example, *later
that day, I heard the bad news.*]

Text level grammar

* Devices to build **cohesion** within a
paragraph [for example, then, after that,
this, firstly]

* Linking ideas across paragraphs using
adverbials of place [for example, nearby]
and number [for example, secondly] or

* Use of **commas** to clarify meaning or avoid
ambiguity and to punctuate noun phrases
and fronted adverbials

* Use of the **colon** to introduce a list and
use of **semi-colons** within lists

Terminology (highlight key vocab for specific
unit)

modal verb, relative pronoun
relative clause
parenthesis, **bracket**, dash
cohesion, **ambiguity**

4. Practise and Apply

**Non-Chronological Report of Life as a
Victorian Child**

Oral activities to support composition

* discussion

* hot seating/interview

Compositional Focus- selecting appropriate
grammar and vocabulary, understanding how
such choices can change and enhance
meaning

Process focus; planning and editing

Word level grammar knowledge

* Converting nouns or adjectives into verbs
using suffixes [for example, -ate; -ise; -ify]

* Verb prefixes [for example, dis-, de-, mis-,
over- and re-]

Sentence level knowledge

* **Relative clauses** beginning with who,
which, where, when, whose, that, or an
omitted relative pronoun

E.g. The prince, who lived in the ruined
castle, decided to seek

* Indicating degrees of possibility using
adverbs [for example, perhaps, surely] or
modal verbs [for example, might, should,
will, must]

* **Fronted adverbials** [for example, *later that
day, I heard the bad news.*]

* **Subordinate clauses** [because, although,
if]

		<p>tense choices [for example, he had seen her before]</p> <p>Punctuation</p> <ul style="list-style-type: none"> * Brackets, dashes or commas to indicate parenthesis * Use of commas to clarify meaning or avoid ambiguity - use of Colons, semi colons * Use of the colon to introduce a list and use of semi-colons within lists <p>Terminology (modal verb, bracket, ambiguity, colons, semi-colons, ,</p> <p>Spelling Focus:</p> <ul style="list-style-type: none"> -ity suffixes (to create nouns) -ness suffix (to create nouns) -ship suffixes (to create nouns) <p>Homophones and Near Homophones</p> <ul style="list-style-type: none"> Words with or spelt as or Words with or spelt as au Converting nouns/adjectives into verbs using -ate Converting nouns/adjectives into verbs using -ise Converting nouns/adjectives into verbs using -ify Converting nouns/adjectives into verbs using -en 	<p>Text Level grammar</p> <ul style="list-style-type: none"> * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] * Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Punctuation</p> <ul style="list-style-type: none"> * Brackets, dashes or commas to indicate parenthesis <p>Terminology</p> <ul style="list-style-type: none"> relative pronoun relative clause parenthesis, bracket, dash subordinate clause, layout, heading, subheading <p>Spelling Focus:</p> <ul style="list-style-type: none"> Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al
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Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number Sense and Fluency</p> <p>Range of problem solving and reasoning activities</p>					
Number and Place Value Numbers up to 1 million 1's, 10's, 100's 1000's	Multiplication and Division Square numbers Cube numbers	Multiplication and Division Multiply up to 4 digit by 1 digit numbers	Area and Perimeter Measuring perimeter Perimeter on a grid Perimeter of a rectangle	Properties of Shape triangles, quadrilaterals, calculating lengths and angles of shapes,	Negative Numbers Translation with coordinates. Converting units of measure

<p>Compare and Order numbers to 1 million Rounding numbers up to 1 million to the nearest 10, 100, 1000 Negative Numbers</p> <p>Decimals Adding and Subtracting decimals with the same and different number of decimals Compliments to one Money - problem solving</p> <p>Addition and Subtraction Add numbers up to 4 digits with more than one exchange Subtracting up to 4 digits with more than one exchange Inverse operations Multi-step problems Rounding to estimate</p> <p>Multiplication and Division Multiples Factors Common Factors Prime Numbers</p>	<p>Multiply and Divide by 10,100 and 1000 Multiples of 10,100 and 1000</p> <p>Fractions What is a fraction? Equivalent fractions Compare and order fractions less than 1 Fractions greater than 1 Mixed Numbers and Improper Fractions Number sequences</p>	<p>Multiply up to 4 digit by 2 digit numbers Divide up to 4 digit numbers by 1 digit numbers Divide with remainders</p> <p>Fractions</p> <p>Adding and Subtracting Fractions Multiplying Fraction by integers Fractions of a quantity Comparing and ordering decimals Recognising decimals as fractions (tenths, hundredths and thousandths. Understanding percentages Equivalent FDP</p> <p>Mixed Operations Addition, subtraction, multiplication and Division methods Choosing the correct operation Choosing the correct method Multi-step problems</p>	<p>Perimeter of a rectilinear shape Area - counting squares Area of rectangles Area of compound shapes Area of irregular shapes</p> <p>Statistics Interpret charts Comparison, sum and difference Line graphs Tables Two way Tables Timetables</p>	<p>regular and irregular polygons, reasoning about 3D shapes.</p> <p>Angles Identifying, comparing and ordering angles.</p> <p>Measuring and drawing angles using a protractor.</p> <p>Calculating angles on a straight line and around a point.</p> <p>Describing position, position on a grid, position in the first quadrant.</p> <p>Multiply and divide decimals by powers of ten</p>	<p>time Timetables What is Volume? Compare Volume Estimate Volume Estimate Capacity</p>
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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically					

During Years 5 and 6, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 results, 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.

Animals including humans	Properties/changes of materials	Forces	Earth and Space	Living things and their habitats	Living Things (Y6 unit)
<p>Focus Scientists:</p> <ul style="list-style-type: none"> • Sigmund Freud (Created psychoanalysis) • Olive Guthrie Smith (physiotherapist) <p>We will focus on the changes that human beings experience as they develop to old age.</p>	<p>Focus Scientists:</p> <ul style="list-style-type: none"> • Becky Schroeder (Inventor of the glow sheet) • Dr Nira Chamberlain (polymath/mathematician who studies applied mathematics in science) <p>As a class, we will investigate different materials, their uses</p>	<p>Focus Scientists:</p> <ul style="list-style-type: none"> • Isaac Newton (Discovered gravity) • Rafsan Chowdhury (Mechanical Engineer) <p>We will learn about balanced and unbalanced forces, gravity, friction and the use of</p>	<p>Famous Scientist: Galileo</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Mai Jemison (Astronaut) • Dr Helen Mason (Solar scientist) • Katherine Johnson (mathematician and space scientist) 	<p>Focus Scientists:</p> <ul style="list-style-type: none"> • Malaika Vaz (National Geographic explorer) • Maria Sibylla Merian (naturalist) <p>We will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects</p>	<p>Famous Scientist: Carl Linnaeus</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Carl Linneus (Naturalist and botanist) • Nazifa Tabassum (Microbiologist and Science Communicator) <p>We will describe how living things are</p>

<p>We will tackle some sensitive subjects including puberty and death. Children will learn about the life cycle of a human being. We will investigate the development of babies and compare the gestation period of humans and other animals. We will learn about the changes experienced during puberty and why these occur.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Observing and measuring • Recording data • Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Observing over time 	<p>and their properties and learn how to classify and group materials based on these properties. We will use our knowledge gained from comparative and fair tests to give evidence for the particular uses of everyday materials including metals, wood and plastic. We will investigate dissolving, separating mixtures and irreversible changes and recognise how some materials can be separated across different states of matter (liquid, solid and gas). We will use a range of techniques in order to separate a range of materials such as sieving, filtering and evaporating. We will also learn about dissolving, mixing and changes of state in reference to reversible change. The children will then learn about</p>	<p>mechanisms such as levers, gears and pulleys. We will investigate Isaac Newton and his discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity. We will collaboratively investigate air and water resistance, participating in challenges to design the best parachute and boat.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests 	<p>We will be exploring the movement of the Earth and other planets in our solar system relative to the sun as well as the movement of the moon around the Earth.</p> <p>We will discover how, because of their spherical nature, rotation and orbit, the Sun appears to move across the Earth's sky creating day and night.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results 	<p>and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Research using secondary sources • Pattern seeking 	<p>classified into broad groups according to similar observable characteristics, including micro-organisms, plants and animals. We will compare animals in these groups, identifying similarities and differences. We will classify plants and animals based on characteristics and give reasons for our choices.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data
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<ul style="list-style-type: none"> • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Growth Survey (Do) <p>Science Trails: What can observing people in our local area tell us about the human life cycle?</p>	<p>irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time 	<ul style="list-style-type: none"> • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Rocket Mice (Review) • Aquadynamics (Review) <p>Science Trails: How can we see forces in action in everyday life?</p>	<p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Craters (Do) • Solar System research (Review) • 	<p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Life Cycles (Review) <p>Science Trails: What are the similarities and differences between different types of flowering plants?</p>	<ul style="list-style-type: none"> • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Invertebrate research (Review) • Outdoor keys (Do) <p>Science Trails: How can we find out about the animals that live in our school grounds?</p>
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	<ul style="list-style-type: none"> Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Nappies (Plan) Insulation Layers (Do) <p>Dissolving (Plan)</p>				
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History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Key Skills:

Develop a chronologically secure knowledge and understanding of British, local and world history
 Establish clear narratives within and across the periods they study
 Note connections, contrasts and trends over time
 Develop the appropriate use of historical terms
 Address and devise historically valid questions about change, cause, similarity and difference and significance
 Construct informed response involving thoughtful selection and organisation of relevant historical information
 Understand that our knowledge of the past is constructed from a range of sources

<p>Anglo-Saxons 450 AD and Vikings 793AD</p> <p>We will be using Anglo-Saxons and other tribes including the Scots and the Vikings to explore sources, discuss their reliability and think about how some can be open to interpretation. We will also be identifying key Anglo-Saxon and Viking events and putting them into chronological order - understanding sequence of key events and the duration of these. Finally, we will investigate the economic, cultural, social,</p>	<p>Tudor Britain</p> <p>In our learning, we will investigate how Tudor monarchs impacted upon economic, political, social, cultural, development of Britain. (social, economic, political, environmental history) We will construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of primary and secondary sources. We will be learning about the events that led to the</p>	<p>Victorians including the Industrial Revolution</p> <p>We shall be investigating what life was truly like in the Victorian times as we consider why people moved from the country side to the cities, the social conditions of cities including working in factories (social, economic, political, environmental history) and also life as a Victorian Child. Within our unit, we shall refer to primary and secondary sources to guide us in answering important questions such as 'What the Dickens was life like in a Victorian town?' We shall conclude our unit by</p>
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political and environmental impact the Anglo-Saxons and Vikings had on our country. (environmental, political cultural, social history)

(NC: Britain's settlement by Anglo Saxons and Scots, the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor)

Concepts: chronology, significance, culture, change and continuity, cause and consequence, interpretation, sequence, duration

Strands: economic, cultural development, political, environmental

Key Concepts-Disciplinary

Chronology

Sequence

Recap on when Roman left and when AS started to come to Britain

Sequence key events affecting both societies

Similarities and Differences (same historical period)

Saxons and Vikings -

farmers/warriors/women/children/slaves/laws/justice

Old stone age

Historical Enquiry-Evidence and Sources

Archaeological sites

Contemporary accounts

Reconstructions of longships/knarrs

Which was better stone bronze iron?

Change and Continuity-across periods

Investigate changes over time-

homes, farming, tools, materials

reformation of the Catholic religion and the difference between life in the countryside and in the city. We will learn about the decisions that Elizabeth I had to make to enable a successful reign and determine the role of a good monarch during these times. We will also compare the lives of Elizabethans within different social classes to determine the quality of life during this period of time. (social, environmental, political, economic history)

(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066)

Concepts: Chronology, Significance, Sequence, Cause and consequence, Change and continuity

Strands: Famous people, economic, social history, political, environmental

asking if the Victorian era was a 'golden age' or 'dark age' as we refer to both primary and secondary sources from over the last 100 years.

(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066)

Local study: Steel in Sheffield

In History, we will be doing a local study on the steel industry and its impact on Sheffield. (social history). We will start by tracing the history of steel throughout the 1900s and beyond. This will include the mining strikes across Sheffield, and what caused these as well as the impact of them. (environmental, political, social history) We will look at the significant women of steel and also how the steel industry is still prevalent today. (political, social, cultural history)

(NC: A local history study beyond 1066)

Concepts: chronology, significance, culture, change and continuity, cause and consequence, interpretation, sequence, duration

Strands: economic, cultural development, political, environmental

<p>Interpretation of History Interpretation-interpreting and analysing a range of sources - images of AS how are they represented including myths and legends Film clips</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Key people and events affecting both societies: King Arthur/Athelstan/Offa/Cnut</p>		
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Geography					
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills

Develop a chronologically secure knowledge and understanding of British, local and world history
Establish clear narratives within and across the periods they study
Note connections, contrasts and trends over time
Develop the appropriate use of historical terms
Address and devise historically valid questions about change, cause, similarity and different and significance
Construct informed response involving thoughtful selection and organisation of relevant historical information
Understand that our knowledge of the past is constructed from a range of sources

<p>Mountains</p> <p>Book: Cliffhanger</p> <p>4 figure Grid References Lines of latitude/longitude Map of mountains UK/Europe/America OS maps contours Contour maps</p>	<p>Disasters: Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> • Lines of Latitude and longitude • Thematic maps- volcanoes/fault lines • Data on volcanic eruptions/Earthquakes identify patterns 			<p>World Trade</p> <p>World Map Trade route map Commodity/resource map of the world</p> <ul style="list-style-type: none"> • What are the world's biggest supply Chains and transport Routes? • Which countries import/export the largest amount of food?
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<ul style="list-style-type: none"> • What are the scales of the Mountain Ranges in Uk/Europe/World Biggest/smallest ? • Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA? • In which regions/countries / continents are the mountain ranges found? • What is a mountain/hill/hilllock? • What are the physical features of a mountain? • What are the features of mountains? 	<ul style="list-style-type: none"> • What is the scale of the most famous volcanoes? • What is the scale of damage from an earthquake/volcano? • Where is the ring of fire? • What causes an Earthquake? • What causes a volcano to erupt? • How does living in an E/V zone impact life? • What happens to the infrastructure of a place destroyed by an E/V? • Why do people choose to live in V/E zones? • How can buildings be adapted to withstand an Earthquake? • How have people adapted to living in E zones? 			<ul style="list-style-type: none"> • Where are the world's biggest importers and exporters? • Are there patterns to export/import data? • What is the i-Phone Journey? • How does trade affect changes in culture of a country/area/group/community ? • Investigate natural and manufactured resources from different parts of the world and the impact on livelihoods. • Factors affecting production of materials and goods • Location Climate Geology History • How do large supply chains work effectively in a sustainable way? • International • Traffic Jams • How can air pollution be made more sustainable? • What impact do the most popular trade routes have on the environment? • What factors affect choices for trade routes? And how do these affect the environment?
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- What are the Zones of a mountain?
- How is a mountain formed?
- What are the names of the different types of Mountains?
- What is the cultural significance of mountains? What is it like to live and work on/near a mountain?
- What is the impact of tourism in the Himalayas/Rockies?
- What causes a landslide/avalanche?
- What impact does this have on a mountain?
- Human Impact
- Physical impact

- How is the land altered following an Earthquake/volcano?
- What is the Impact of a Tsunamis on land-trees/plants/animals?

**Settlements
Migration and Refugees**

Books: *The Other Side*
Beverley Naidoo

My name is not refugee
Katie Milner

Lines of Latitude and Longitude
Settlement maps
Migration routes
6 figure grid references-origins/destination countries




- What is the scale of migration across the world?
- Which areas of the world have

increased rates of migration?

- Reasons for increased rates of migration?
- How long did the journey take?
- What are settlements?
- Why do people migrate?
- What do settlements need to be successful?
- How long did the journey take?
- How were the journeys made?
- Are refugees different to migrants?
Migration stories
- Refugee Stories
- What are the cultural changes for migrants/existing communities?
- How did the Windrush Generation support UK post WW2?

- How can communities be made more sustainable to support refugees?
- How do communities change when there is an influx of migrants?
- How is the landscape changed when communities migrate?

Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Collage/ mixed media</u></p>  <p>Research: Robert Rauschenberg What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have?</p> <p>Developing skills: Layering a range of media - paint, magazines, pastels, chalk etc. What different effects can they create? Different compositions / colour choices?</p>	<p><u>Drawing</u></p>  <p>Research: Figurative artists and in depth research into Leonardo Da Vinci How has the human figure been a subject for many artists? How has the body been depicted in different ways? How has it been portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc).</p> <p>Developing skills:</p>	<p><u>Painting</u></p>  <p>Research: Edvard Munch Focus on the feelings and emotions portrayed within the piece. How significant is the name? What does it suggest?</p> <p>Developing skills: Colour mixing Warm and cold colours Contrasting colours</p>			

<p>Applying skills: Collage depicting a volcanic eruption in the style of Rauschenberg. Group piece.</p> <p>Evaluation: Each group to prepare their 'artist's intent' to go alongside their artwork. Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently.</p> <p>Formal Elements: Line Colour Tone shape space form texture</p>	<p>Experiment creating different figures using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Can the figures be in different positions? Explore relationships between line, shape, tone and texture</p> <p>Applying skills: Drawing a Tudor portrait of Henry VIII's wives in proportion</p> <p>Evaluation: Class 'Art Gallery' What do you like about your work? How does your work compare to the work of others?</p> <p>Formal Elements: Line Shape Form tone</p>	<p>Testing different paints (water colour, acrylic, powder) Work from a variety of sources</p> <p>Applying skills: Creating an image depicting the 'Industrial Revolution' using 'The Scream' as inspiration. How can children portray feelings and emotion within a painting?</p> <p>Evaluation: Self assessment Compare own piece with Edvard Munch What have we kept similar? Different? How emoticon is the piece? Why?</p> <p>Formal Elements: Line Colour Tone shape space form texture</p>
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Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Computer Control</p> <p>To design and make a Christmas celebration decoration with a light-up element which can be controlled via a computer.</p> <p>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their</p>		<p>Structure</p> <p>Design and make a bird hide for our school garden</p> <p>NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Skill retrieval from previous years: Free standing structures, shell structures, Levers and sliders</p>		<p>Mechanisms - levers/cams and followers, gears</p> <p>To design and make a moving toy for a child.</p> <p>NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	

understanding of computing to program, monitor and control their products.

Skill retrieval from previous years: Simple, parallel and series circuit, levers and sliders, strengthening and stiffening

Investigate, disassembly, evaluate:

- Look at the range and styles of cards available which light up and are moveable
- Investigate design elements such as embossing/cutting etc

Focus Practical tasks:

- Investigate programming a crumble controller to light up the LED Sparkle https://www.youtube.com/watch?v=T8U_5Fxqtis&feature=youtu.be
- Create circuits that employ a number of components (such as LEDs, resistors and transistors).

Design:

- Generate ideas through brainstorming and identify a purpose for their product
- Draw up a specification for their design
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of

Investigate, disassembly, evaluate:

- Investigate and research purpose of bird boxes
- Children research key events and individuals related to their study of frame structures e.g. Stephen Sauvestre - a designer of the Eiffel Tower; Thomas Farnolls Pritchard - designer of the Iron Bridge. They also learn about locally important design and technology activity related to their project.
- Children investigate and make annotated drawings of a range of portable and permanent frame structures,

Focus Practical tasks:

- Use a construction kit consisting of plastic strips and paper fasteners to build 2-D and 3D frameworks. Compare the strength of square frameworks with triangular frameworks.
- Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. *How could each of the frameworks be reinforced and strengthened?*
- Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and

Skill retrieval from previous years: Wheels and axles, pulleys, pneumatics, shell structures, frame structures

Investigate, disassembly, evaluate:

Look at a variety of different toys/ structures which use Cams, gears, wheels and other mechanisms

- Research investors and designers
Linked to toy making

Focus Practical tasks:

- Investigate the shape of cams and the difference this has on the movement.
Make a simple Cam to control movement within an object.
- Investigate how gears support movements
- Compare different mechanisms and their functionality
- Investigate how to join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes.

Design

Use what they have learnt to design a moving toy

- Communicate their ideas through detailed labelled drawings
- Generate ideas through brainstorming and identify a purpose for their product

making if the first attempts fail

Make

- Using techniques learn, children to make their electrical celebration card which can be controlled via scratch
- Select appropriate materials, tools and techniques
Use skills in using different tools and
- Cut and join with accuracy to ensure a good-quality finish to the product
- Create circuits that employ a number of components (such as LEDs, resistors and transistors).

Evaluate

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
 - Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

hand drills to construct wooden frames, as appropriate.

- Demonstrate skills and techniques for accurately joining framework materials together e.g. Creating frame structures using paper straws, square sectioned wood.

Test the strength and functionality of different frame structures

Compare frame structures with free standing structures and shell structures

Design:

- Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking.
- Children should produce a detailed, step-by-step plan, listing tools and materials.
- Children's sketches should be annotated with notes to help develop and communicate their ideas.

Make

Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.

- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frames.

- Draw up a specification for their design
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
 - Use results of investigations, information sources, including ICT when developing design ideas

Make

- Make a moving toy for a child
- Make appropriate design decisions throughout the making
 - Utilise different mechanisms to ensure the product is fit for purpose
- Select appropriate tools, materials, components and technique
- Assemble components make working models
 - Make modifications as they go along
- Use skills in using different tools and equipment safely and

	<ul style="list-style-type: none"> • Use finishing and decorative techniques suitable for the product they are designing and making <p style="text-align: center;">Evaluate</p> <ul style="list-style-type: none"> • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. 	<p style="text-align: center;"><i>accurately</i></p> <p style="text-align: center;">Evaluate</p> <ul style="list-style-type: none"> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others against the original criteria and suggest ways it can be improved.
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Music

Autumn	Spring	Summer
<p style="text-align: center;">Ukulele - Chords</p> <p>Children will be introduced to the ukulele including its origins. They will learn how to correctly hold and care for the instrument. Children will learn chords through playing songs from a variety of genres.</p> <p>Children will learn the chords C, Am, F, Emi, Dmi and G by learning a variety of songs. Children will also be challenged to create rhythms with their right hands as they become more confident.</p>	<p style="text-align: center;">Ukulele - Notation and strumming</p> <p>The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes. Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.</p> <p>Children will be introduced to ukulele tablature and will learn the notes on each string and how it relates to written music. Children will make connections</p>	<p style="text-align: center;">Ukulele - Composition and Performance</p> <p>The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences. They will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation.</p> <p>The children will also focus on performance as they prepare for the school end of year showcase.</p>

<p>As the children are introduced to a new song, they will listen and appraise each piece of music considering the instrumentation, genre and structure.</p> <p>Stay With Me - Sam Smith Thunder - Imagine Dragons Dreams - Fleetwood Mac Shake It Off - Taylor Swift</p> <p>Performance Opportunities Harvest Festival singing performance Christmas repertoire performance video to be shared with parents.</p>	<p>between tablature and standard notation.</p> <p>Children will continue to listen and appraise a variety of songs from different genres including revisiting songs previously discussed to further their confidence in discussing musical terminology.</p> <p>Performance Opportunities Spring showcase for children in school.</p> <p>Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.</p>	<p>Reflect Rewind and Replay - children will select their favourite songs from the year and create a performance showcase. Focus will be on correct playing and how to make an engaging performance.</p> <p>Children will continue to listen and appraise a variety of songs from different genres including revisiting songs previously discussed to further their confidence in discussing musical terminology</p> <p>Performance Opportunities Reflect Rewind and Replay - children to select their favourite songs from the year and perform for children at Coit.</p> <p>End of year performance for parents including opportunities for small groups and possible solo performances.</p>
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Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0.5 - Key Skills Becoming an Efficient Computer User</p> <p>Entering: Pupils can open and save a file to a suitable folder, and use suitable file</p>	<p>5.5 How do I use variables to score in program? (Link to DT Computer Control Unit)</p> <p>Entering: Pupils use repetition to make programs</p>	<p>1.5 How do we collaborate online?</p> <p>Entering: Pupils evaluate existing and their own digital content and edit their own content to improve it according to feedback.</p>	<p>3.5 How do I find and share data safely and responsibly?</p> <p>Entering: Pupils understand that the Internet is made up of computers from all around the world</p>	<p>2.5 How do I create a radio advert or podcast?</p> <p>Entering: Pupils evaluate existing and their own digital content, and edit it to improve it according to feedback.</p>	

<p>names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search engine to find information using keyword searches.</p> <p>Developing: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and double-click appropriately on a mouse. Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document.</p> <p>Secure: Pupils use the keyboard confidently to type at a suitable pace, and can use common keyboard shortcuts, e.g. Ctrl + C (copy); Ctrl + V (paste). They create and use a strong password where appropriate. They organise their files</p>	<p>more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs using by writing algorithms. They use forever loops in a program</p> <p>Developing: Pupils create a program using a range of events/inputs to control what happens. They use selection in algorithms and programs, i.e. if... then... They can decompose a problem and create a solution (sub-routine) for each part. Pupils recognise variables in a program.</p> <p>Secure: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. via sensor, data or event). They create programs including repeat until loops. They create simple</p>	<p>They edit existing digital content to make a new version with an awareness of copyright. They understand that the Internet is made up of computers from all around the world connected together and that not all information found online is true.* Pupils understand that people can give permission for others to use their pictures.* Pupils understand that when we share content online, we might not be able to delete it.*</p> <p>Developing: Pupils collect, organise and present information effectively using a range of media. They design and create digital content for a specific purpose. Pupils collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365. They understand that we use a web browser to access information stored on the Internet. They recognise what kind of websites are trustworthy sources of information and the</p>	<p>connected together, and we can use it to share information. They understand that we use a web browser to access information stored on the Internet. They know different ways of reporting unacceptable content and contact online.* They understand when to share personal information and when not to.* Pupils recognise what kind of websites are trustworthy sources of information.*</p> <p>Developing: Pupils understand that school computers are connected together in a network. They understand the difference between the Internet and the World Wide Web, and between a search engine and a web browser. They are aware that some people lie about who they are online, and recognise the benefits and risks of different apps and websites.* Pupils demonstrate responsible use of online services and</p>	<p>They design and create digital content for a specific purpose. They edit existing digital content to make a new version with an awareness of copyright. Pupils understand that people can give permission for others to use their content e.g. using Creative Commons.*</p> <p>Developing: Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect.</p> <p>Secure: Pupils identify and use appropriate hardware and software to fulfil a specific task. They remix and edit a range of existing and their own media to create content. They recognise the audience when designing and creating digital content. Pupils know where to find copyright free images and audio, and why this is important.*</p> <p>Concept:</p>
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<p>using folders and appropriate file names.</p> <p>Concept: Machine Logic</p> <p>Online Safety Links:</p> <p>C3 Passwords</p> <p>4.5 How do I program a physical system? (Link to DT Computer Control Unit)</p> <p>Entering: Pupils use repetition to make programs more efficient. They plan out programs by writing algorithms and can evaluate the effectiveness of their algorithm by testing it using an appropriate program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils predict the outcome of a program.</p> <p>Developing: Pupils use forever loops and selection (if...then...) in a program. They decompose a problem and create a solution (sub-routine)</p>	<p>variables, e.g. to keep score or remove lives in a game and understand the difference and use if... then... and if... then... else... statements.</p> <p>Concept: Algorithm Program Data</p>	<p>benefits and risks of different apps and websites.*</p> <p>Secure: Pupils select, combine and use Internet services to fulfil a purpose. They recognise the audience when designing and creating digital content. They understand the difference between the Internet and the World Wide Web and the benefits of using technology to collaborate with others. They are aware of a range of Internet services, e.g. email, VOIP (Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do. They recognise the audience when designing and creating digital content. Pupils demonstrate responsible use of online services and technologies, and know a range of ways to report concerns.* They critically evaluate websites for reliability of information and authenticity.*</p> <p>Concept:</p>	<p>technologies, and know a range of ways to report concerns.*</p> <p>Secure: Pupils understand the difference between physical, mobile and wireless networks. They can explain the difference between the World Wide Web and the Internet. They understand the basics of how search engines work, and that different search engines may give different results. Pupils perform complex searches for information using advanced settings in search engines. They critically evaluate websites for reliability of information and authenticity.* They become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information.*</p> <p>Concept: Algorithm Program</p>	<p>Abstraction Program Data</p> <p>Online Safety Links: C4: Copyright</p>
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<p>for each step. They use procedures in programs to create a sub-routine. Pupils create a program using a range of events/inputs to control what happens. Secure: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event). They create programs including repeat until loops and recognise variables in a program.</p> <p>Concept: Algorithm Data Program</p>		<p>Abstraction Machines Data</p> <p>Online Safety Link: N2: Fake News P1: Protecting your identity P2 Protecting images of us online</p>	<p>Data</p> <p>Online Safety Link S1: Control and Consent C2: Personal Information, Terms and Conditions N3: Verifying Information online</p>	
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PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cricket (GS4PE)</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities,</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their</p>	<p>Handball</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different</p>	<p>Hockey (GS4PE)</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball.</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they</p>

<p>pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing,</p>	<p>behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence <p>Technique</p> <p>Dance (GS4PE)</p>	<p>learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and</p>	<p>components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and</p>	<p>They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important</p> <p><u>Key Skills:</u> Dribbling, passing, receiving,</p>	<p>are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness <p>Technique</p> <p>Tennis (GS4PE)</p> <p>Pupils develop their</p>
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<p>catching, over and underarm bowling, batting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique <p>Cricket (GS4PE) Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p>Key Skills: Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p>	<p>others' performances.</p> <p>Key Skills: Throwing, catching, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness <p>Technique</p> <p>Basketball (GS4PE) Pupils will develop key skills and principles such as defending, attacking,</p>	<p>with control when performing new tasks</p> <p>Key Skills: Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence and improvement <p>Athletics (GS4PE) Pupils are set challenges for distance and time that involve using different styles and combinations of</p>	<p>intercepting, tackling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique <p>OAA (School Plan.) The children will use maps to familiarise themselves with keys, symbols and the area around school. They will walk around the site to recognise the map. The children will work in groups to use a map to find control points around school. They will compete in</p>	<p>competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>Key Skills: Forehand groundstroke, backhand groundstroke, forehand volley, backhand</p>
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<p>the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement <p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>	<p>throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing</p>	<p>running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over</p>	<p>different challenges to discover the best ways to find all the orienteering points.</p> <p><u>Key Skills:</u> working as a team, reading a map</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration <p>Sequence</p>	<p>volley, underarm serve</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration <p>Technique</p> <p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team</p>
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<p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique <p>Netball (GS4PE)</p> <p>Pupils will develop defending and attacking play during evensided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to</p>	<p>Key Skills: Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Key Skills: Throwing, catching, dribbling, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique <p>Gymnastics (GS4PE)</p>	<p>longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p> <p>Key Skills: Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvement <p>Tag Rugby (GS4PE)</p>	<p>work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique
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<p>show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p> <p>Key Skills: Passing, catching, footwork, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition 		<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and</p>		
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<ul style="list-style-type: none"> • Collaboration • Technique 		<p>on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility 	<p>tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, running, dodging, tagging, scoring</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration 		
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		<ul style="list-style-type: none"> • Coordination • Collaboration • Sequence • Technique 			
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RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What can we learn from stories from the bible?</p> <p>Religion: Christianity, Islam and Judaism</p> <p>(Adam and Eve/Noahs Ark/Jacob/Joseph)</p> <p>Key strands:</p> <ul style="list-style-type: none"> • Religious beliefs, teachings and sources • Forms of expression • Question and meaning, purpose and truth 		<p>Learning from Islam</p> <p>Keeping 5 Pillars: what difference does it make?</p> <p>Religion: Islam</p> <p>Key Strands:</p> <ul style="list-style-type: none"> • Beliefs and practices • Questions of value and commitment 		<p>Why are there now over 200 Mosques in Yorkshire?</p> <p>Religion: Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> • Religious practices and ways of life • Questions of Values and commitment • Beliefs, Values and teaching 	

RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Os) Passwords C3*</p> <p>Os1) Control and consent (S1)</p> <p>Os2) Protecting our identity(P1)</p> <p>Os3) Meeting strangers online (P4)</p> <p>G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8</p>	<p>P1) Is there such a thing as a perfect body?</p> <p>Os) Self Esteem L2 *</p> <p>P2) How can I stay fit and healthy?</p> <p>Os) Digital '5 a day' L4 *</p> <p>P3) Can I avoid getting ill?</p> <p>Os) Social Media anxiety L1*</p> <p>Os) Fake news N2 *</p> <p>Inclusion, belonging and addressing extremism</p> <p>Stereotypes</p>	<p>M1) Does everybody have the same feelings?</p> <p>M2) Should we be happy all the time?</p> <p>Os8) Does the internet make us happy? (L1)</p> <p>M3) Why do we argue?</p> <p>M4) Who am I?</p>	<p>Os4) Personal Information, terms and conditions</p> <p>Os) Copyright C3 *</p> <p>Lesson 1: Talking about race and racism</p> <p>Lesson 2: Defining anti-racism</p> <p>Lesson 3: Redefining racism</p>	<p>Fa1) Why do some people get married?</p> <p>Fa2) Are families ever perfect?</p> <p>Fa3) Is there such a thing as a normal family?</p> <p>Drugs-Managing Risk-Medicine</p>	<p>Fr1) What makes a close friend?</p> <p>Fr2) Should I try and fit in with my friends?</p> <p>Os) Online Behaviour S2 *</p> <p>Fr3) Should friends tell us what to do?</p> <p>Fr4) Why are some people unkind?</p>

<p>Os) Protecting images of us online P2*</p> <p>Os) Unhealthy Attention P3 *</p> <p>G2) How will my feelings change as I get older?</p> <p>G3) How will I stay clean during puberty?</p> <p>G4) What is menstruation? CW resource pack 4/Pack 5</p>			<p>Lesson 4: Understanding racial socialisation and stereotypes</p>		<p>Os5) Analysing Digital Media (NI)</p> <p>Os) Game ratings L6 *</p> <p>Drugs- Managing risk-Illegal and legal drugs</p>
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MFL (French) - KS2 only

Autumn			Spring			Summer		
<p>Vocabulary</p> <p>Tu/Vous</p> <p>Qu'est-ce que c'est?</p> <p>C'est un</p> <p>Masculine animal nouns</p> <p>Feminine animal nouns</p>	<p>Grammar</p> <p>Gender of nouns</p> <p>Position of colour adjectives</p> <p>3rd person singulr - être</p>	<p>Structures/ Features</p> <p>Formal and informal - you</p> <p>Question form using rising intonation</p> <p>Question word</p> <p>Sentence with noun and colour adjective</p>	<p>Vocabulary</p> <p>Ce sont des</p> <p>Petit/Grand</p> <p>Je suis/Je ne suis pas</p> <p>Tu es</p> <p>Assez/très</p> <p>Il y a</p> <p>/Qu'est-ce qu'il y a?</p> <p>Dans le sac/ le jardin/ placard/la boîte</p> <p>Le,la,l',les</p> <p>Mon, ma, mes</p>	<p>Grammar</p> <p>1st/2nd/3rd person</p> <p>Plural nouns</p> <p>Position of adjectives of size</p> <p>Possessive adjective</p> <p>Definite article</p>	<p>Structures/ Features</p> <p>Sentence with an adverb of place, size adjective, noun and colour adjective</p> <p>Question word sentences</p>	<p>Vocabulary</p> <p>Er Movement verbs</p> <p>Le,la,l',les</p> <p>Pets</p> <p>Family members</p> <p>J'ai/Je n'ai pas de/Tu as</p> <p>Je veux</p> <p>S'appeler</p> <p>Aimer</p> <p>Qui Mais</p>	<p>Grammar</p> <p>Imperative - er verbs - vous</p> <p>1st, 2nd, 3rd person and plural - er verbs</p> <p>Definite article</p> <p>1st, 2nd person singular - avoir</p> <p>Negative - ne..pas + de</p> <p>Pronouns - 1st and 2nd person singular, 3rd person singular and plural</p>	<p>Structures/ Features</p> <p>Sentence with adjectives and nouns and a subordinate clause</p> <p>Question with rising intonation</p>
<p>Stories/rhymes/songs</p> <p>Stories</p> <p>Va t'en grand monstre vert</p>		<p>Dictionary/culture</p> <p>re</p>	<p>Stories/rhymes/songs</p> <p>Rhymes/Songs</p> <p>Des amies sages</p>		<p>Dictionary/culture</p> <p>Bi-lingual dictionary - nouns</p>	<p>Stories/rhymes/songs</p> <p>Stories</p>		<p>Dictionary/culture</p>

Rhymes/Songs Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon	Bi-lingual dictionary - gender of nouns Traditional song	Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem	in singular and plural Traditional songs and game	Bon appétit Monsieur Lapin Qui conduit? Pourquoi?	Bi-lingual dictionary - meanings, gender and nouns in plural
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Y5 Skills to be taught each term:

- Listen and show understanding of more complex familiar phrases and sentences
- Follow the text of familiar rhymes and songs identifying the meaning of the words
- Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- Follow the simple text of a familiar song or story and sing or read aloud
- Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
- Read and show understanding of a complex sentence using familiar language
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
- Write familiar complex sentences from memory with understandable accuracy
- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy
- Produce positive and negative sentences with high frequency verbs and pronouns
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Concepts

- communication
- production fluency
- spontaneity
- pronunciation
- intonation