


Long term Plan 2023-2024 - Year 6

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 Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)</p>					
<p>Class Book: Holes by Louis Sachar Rosa Parks</p> <p><u>Reading Skills:</u> Decoding and fluency Retrieval Background Knowledge Inference Providing evidence Clarification Vocabulary</p>	<p><u>Class Book:</u> <u>Private Peaceful</u></p> <p>Character study - Big Joe (from Private Peaceful) (reading task)</p> <p>Reading Skills: Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Comparing and Contrasting Providing evidence Fact and opinion</p>	<p>Class Book: Journey to Jo'Burg</p> <p><u>Reading Skills:</u> Retrieval Inference Clarification Vocabulary Summarising Comparing and Contrasting</p>	<p>Varied texts Non-fiction Fiction Poetry</p> <p><u>Reading Skills:</u> Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Providing evidence Comparing and Contrasting Prediction</p>	<p>Class Book: The Boy in The Striped Pyjamas The Arrival The Lost Thing</p> <p><u>Reading Skills:</u> Retrieval Inference Clarification Summarising Sequencing Comparing and Contrasting Prediction</p>	<p>Class Book: The Boy in The Striped Pyjamas</p> <p><u>Reading Skills:</u> Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Providing evidence Comparing and Contrasting Prediction</p>

<p><u>Writing</u></p> <p>I. Main Written Informal letter (Stanley from Holes) Formal letter (Stanley from Holes) Compositional Focus: Writing for informality - contractions, question tags, vernacular language Writing for formality - technical vocabulary Process focus; planning and editing</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for</p>	<p><u>Writing</u></p> <p>I. Main Written Bias Newspaper report - Mr Sir's attack Compositional Focus: use of passive voice and refresh of speech punctuation and split speech, use of brackets and dashes Process focus; planning and editing</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for</p>	<p><u>Writing</u></p> <p>I. Main Written Narrative based on Alma video Compositional Focus: Use multiword verbs (informal) and single word verbs (formal)-choice of verbs for formality Process focus; planning and editing</p> <p><u>Sentence level knowledge</u> * Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p>	<p><u>Writing</u></p> <p>I. Main Written Non-chon report - Mayan Civilisation Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes) Process focus; planning and editing</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] * How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. <u>Sentence level knowledge</u> * Use of the passive to affect the presentation of information in a sentence [for example, <i>I</i></p>	<p><u>Writing</u></p> <p>The Arrival - Narrative SPAG Skills around SATS time Newspaper report Blitz</p> <p>Persuasive writing - linked to end of year celebrations</p> <p>Balanced argument - linked to end of year</p> <p>Tacoma Bridge newspaper report</p> <p>Writing skills: Explanation text-</p>	<p><u>Writing focus:</u> <u>Drama and performance</u></p> <p>I. Main Written Narrative - retelling a chapter from a different perspective (Boy in Striped Pyjamas) Compositional Focus Bringing together planning independently and use of vocabulary and grammatical structures appropriate for audience and purpose.</p>
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<p>formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]</p> <p><u>Text level grammar</u> * 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</i></p> <p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>example, <i>find out - discover; ask for - request; go in - enter</i>]</p> <p><u>Sentence level knowledge</u> * Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive,</p>	<p><u>Text level grammar</u> * 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><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p><i>broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p><u>Text level grammar</u> * 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 * Layout devices [for example, headings, sub-</p>	<p>Cohesive adverbials and conjunctions Persuasive writing- use of flattery and generalisations Poetry - Use of personification and adverbial phrases to reorder and add affect Balanced argument - use of cohesive adverbials and phrases that show discussion and balanced</p> <p>Spelling Focus:</p>	<p>Process focus; planning and editing <u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] * How words are related by meaning as synonyms and antonyms [for</p>
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<p>2. Practise and Apply Narrative - Road's End Compositional Focus: Noun phrasing and adverbials Cont. with use of clauses.. Process focus; planning and editing</p> <p><u>Text level grammar</u> * 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</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p>	<p>synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>2. Content Focus Persuasive writing about visiting a country (use of oral to support written) Compositional Focus: features of persuasion - exaggeration, repetition. Process focus; planning and editing <u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary</p>	<p>2. Content focus Letter back to Nan - journey to Jo'burg Compositional Focus: use of exaggeration Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i>; <i>ask for</i> -</p>	<p>headings, columns, bullets, or tables, to structure text]</p> <p><u>Punctuation</u> * Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p><u>Terminology (highlight key vocab for specific unit)</u> subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Word families Words that can be nouns/verbs ou/ow ible/ibly Y5/6 words</p> <p>Diary entry in the style of an evacuee (kinder transport)</p>	<p>example, <i>big, large, little</i>]. <u>Sentence Level knowledge</u> * Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. * The difference between structures typical of informal</p>
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<p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>3. Practise and Apply Biography - Black History Month Compositional Focus: using bullet points and colon to introduce lists Process focus; noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><u>Text level grammar</u></p>	<p>appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]</p> <p><u>Text level grammar</u> * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</p> <p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym</p>	<p><i>request; go in - enter</i> <u>Sentence level knowledge</u> * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p><u>Text level grammar</u> * Linking ideas across paragraphs using a wider range of cohesive devices:</p>	<p>2. Content Focus Balanced argument - Should children wear school uniform? <u>Oral activities to support composition</u> * debate *conscience alley Compositional Focus: modal verbs and subjunctive form to support balanced / discussion approach Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] * How words are related by meaning as synonyms and antonyms [for</p>	<p>speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p><u>Text level grammar</u> * Linking ideas across paragraphs using a wider range of cohesive devices:</p>
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<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</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><u>Terminology</u> (highlight key vocab for specific unit)</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>3. Main Written Setting description, contrasting genres</p> <p>Christmas Truce - Narrative and Information text</p> <p>Compositional Focus:</p> <p>Describing settings and atmosphere.</p> <p>Using expanded noun phrases</p> <p>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>repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p><u>Punctuation</u></p> <p>* Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid</p>	<p>example, <i>big, large, little</i>].</p> <p><u>Sentence level knowledge</u></p> <p>* Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>* The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p><u>Text level grammar</u></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</p>	<p>repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><u>Punctuation</u></p> <p>* Use of the semi-colon, colon</p>
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<p>4. Explanation How the heart works</p> <p>Compositional Focus: using tons to explain reasons, parentheses for extra detail</p> <p><u>Sentence level knowledge</u> * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech.]</p>	<p><u>Text level grammar</u> * 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</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p><u>Terminology (highlight key vocab for specific unit)</u> subject, object, active, passive, synonym, antonym</p>	<p>ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p><u>Terminology (highlight key vocab for specific unit)</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>3. Practise and Apply Book review persuasion - Journey to Jo'burg Compositional Focus: Use of cohesion (adverbials, conjunctions, order of</p>	<p>adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis * Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><u>Punctuation</u> * Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i></p>
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<p><u>Text level grammar</u> * 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</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p><i>paragraphs, pronouns</i> Process focus; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover</i>; <i>ask for - request</i>; <i>go in - enter</i>]</p> <p><u>Sentence level knowledge</u> * Use of the passive to affect</p>	<p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>3. Practise and Apply Possible recount - visit? Compositional Focus: recap of informal language and grammatical structures to support informality. Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Word level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find</i></p>	<p>versus <i>re-cover</i>]</p> <p><u>Terminology</u> (highlight key vocab for specific unit) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>2. Content Focus Biography - Charlie D Compositional Focus: Process focus; perform their own compositions, using appropriate</p>
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the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

Text level grammar

* 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 the **semi-colon, colon**

out - discover; ask for - request; go in - enter
* How words are related by meaning as **synonyms** and **antonyms** [for example, *big, large, little*].

Sentence level knowledge

* Use of the **passive** to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

* The difference between structures typical of **informal** speech and structures appropriate for **formal** speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Text level grammar

* Linking ideas across paragraphs using a wider

intonation, volume, and movement so that **meaning is clear**.

Word level grammar knowledge

* The difference between vocabulary typical of **informal** speech and vocabulary appropriate for **formal** speech and writing [for example, *find out - discover; ask for - request; go in - enter*]
* How words are related by meaning as **synonyms** and

and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of **bullet points** to list information
How **hyphens** can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology
(highlight key vocab for specific unit)
subject, object, active, passive,

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**
* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation
* Use of the **semi-colon**, **colon** and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of **bullet points** to list information
How **hyphens** can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating*

antonyms
[for example, *big*, *large*, *little*].
Sentence Level knowledge
* Use of the **passive** to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
* The difference between structures

synonym,
antonym
ellipsis, hyphen,
colon, semi-
colon, bullet
points

*shark, or recover versus
re-cover]*

Terminology (highlight
key vocab for specific
unit)

subject, object, active,
passive, synonym,
antonym
ellipsis, hyphen, colon,
semi-colon, bullet points

typical of
informal
speech and
structures
appropriate
for **formal**
speech and
writing [for
example,
the use of
question
tags: *He's
your friend,
isn't he?*, or
the use of
subjunctive
forms such
as *If I
were* or
Were they
to come in
some very
formal
writing and
speech]

Text level
grammar
* 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

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

					<p>* Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus</p>
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					<p><i>man-eating shark, or recover versus re-cover]</i></p> <p><u>Terminology</u> (highlight key vocab for specific unit)</p> <p>subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>3. Oral focus around end of year performance</p>
<p><u>Spelling Focus:</u> Homophones & Near Homophones: Nouns that end in</p>	<p><u>Spelling Focus:</u> Words ending in -able Words ending in -ably</p>	<p><u>Spelling Focus:</u> Suffixes 'fer' ie or ei Word families</p>	<p><u>Spelling Focus:</u> Word families cial/tial Words with a 'soft c' spelt /ce/</p>		<p><u>Spelling Focus:</u> Synonyms/antonyms</p>

<p>-ce/-cy and verbs that end in-se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity</p>	<p>Creating diminutives using prefixes microor mini Suffixes Word families Y5/6 spelling words</p>	<p>Y5/6 spelling words</p>	<p>Y5/6 spelling words</p>		<p>Y5/6 spelling words</p>
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Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>← Number Sense and Fluency → Range of problem solving and reasoning activities</p>					
<p>Number and place value: Place value to 10,000,000 Decimals place value to 3 dp including problem solving and reasoning</p>	<p>Fractions Equivalents, simplifying, converting between mixed and improper fractions, fractions on a number line, adding and</p>	<p>Ratio Using ratio language Ratio and fractions Introducing ratio symbol Calculating ratio Using scale factors Calculating scale factors</p>	<p>Fractions, decimals and percentages Decimals as fractions Fractions to decimals Understanding percentages Fractions to percentages Equivalent FDP Percentage of amount Percentages (missing values)</p>	<p>Angles Angles in a triangle Angles in a triangle (special cases) Angles in a triangle - missing angles</p>	<p>Money (adding and subtracting decimal numbers to 3.d.p) Time - tell time to the nearest minute</p>

<p>Rounding whole numbers to 10, 100 and 1000</p> <p>Negative numbers (in context)</p> <p>Negative numbers (more abstract)</p> <p>Add whole numbers with more than 4 digits (decimals to 3 d.p. included)</p> <p>Subtract whole numbers with more than 4 digits (decimals to 3 d.p. included)</p> <p>Addition and subtraction inverse</p> <p>Multi Step +/- problems including reasoning</p> <p>Multiply 4 digits by 1 digit</p> <p>Multiply 2 digits (area model)</p> <p>Multiply 2/3/4 digits by 2 digits</p> <p>Divide 4 digits by 1</p> <p>Divide with remainders</p>	<p>subtracting fractions and mixed numbers, multiplying fractions by fractions and integers, dividing fractions, fractions of amounts (including finding the whole). All will include reasoning and problem solving.</p> <p>Measures</p> <p>Metric measures</p> <p>Convert metric measures</p> <p>Calculate with metric measures</p> <p>Miles to KM</p> <p>Imperial measures</p> <p>All will include reasoning and problem solving.</p>	<p>Ratio and proportion problems</p> <p>Algebra</p> <p>Find a rule - one step</p> <p>Find a rule - two step</p> <p>Forming expressions</p> <p>Substitution</p> <p>Formulae</p> <p>Forming equations</p> <p>Solve simple one/two step equations</p> <p>Find pairs of values</p> <p>All will include reasoning and problem solving.</p> <p>Decimals</p> <p>Multiply decimals by integers</p> <p>Divide decimals by integers</p> <p>Division to solve problems</p>	<p>All will include reasoning and problem solving.</p> <p>Area and perimeter</p> <p>Area of triangles, parallelograms</p> <p>Volume</p> <p>What is volume?</p> <p>Volume - counting cubes</p> <p>Volume of a cuboid</p> <p>All will include reasoning and problem solving.</p> <p>Statistics</p> <p>Read and interpret line graphs</p> <p>Draw line graphs</p> <p>Solve problems</p> <p>Circles</p> <p>Interpret pie charts</p> <p>Pie charts with percentages</p> <p>Draw pie charts</p> <p>Mean</p> <p>All will include reasoning and problem solving.</p>	<p>Angles in quadrilaterals (special/regular)</p> <p>All will include reasoning and problem solving.</p> <p>Shape</p> <p>Co-ordinates in the first quadrant and all four quadrants</p> <p>Translations</p> <p>Reflections</p> <p>All will include reasoning and problem solving.</p>	<p>Solve problems and reason with time</p> <p>Revise:</p> <p>Interpret pie charts</p> <p>Pie charts with percentages</p> <p>Draw pie charts</p> <p>Mean</p> <p>All will include reasoning and problem solving.</p> <p>Maths in context linked to Fundraising</p> <p>Angles</p> <p>Measure with a protractor</p> <p>Draw angles</p> <p>Angles on a straight line/point</p>
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<p>Division using factors</p> <p>Long division</p> <p>All will include reasoning and problem solving.</p> <p>Number: factors, primes, multiples, squares and cubes</p> <p>Order of operations (BODMAS)</p> <p>Mental calculations and estimations</p> <p>Reasoning from known facts</p>					<p>Vertically opposite angles</p> <p>All will include reasoning and problem solving.</p>
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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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.

<p>Animals including humans</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Elizabeth Anionwu (Sickle cell and thalassemia specialist) • Barouh Berkovits (invented the pacemaker and defibrillator) • William Harvey (Discovered how blood moves through the body) 	<p>Electricity</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Mo Ibrahim (Pioneer in the mobile phone industry) • Hertha Ayrton (Engineer, physicist, mathematician and inventor) <p>We will build upon learning in Year 4 on how symbols can be used to</p>	<p>Light</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • CV Raman (Physicist) • Professor Colin Webb (Professor of Laser Physics) <p>We will be recognising and investigating how light travels and use these ideas to explain that objects are seen because they give out or reflect light into the eye. We will also use our knowledge to</p>	<p>Evolution and Inheritance</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Rosalind Franklin (Discovered the structure of DNA) • Charles Darwin (Naturalist, developed the theory of evolution) • Jane Goodall (primatologist) <p>We will recognise that living things produce offspring of the same kind but offspring can vary in characteristics and are therefore not identical to parents. We will discuss the term inheritance and what this means in direct reference to characteristics. We will</p>	<p>STEM Challenges</p> <p>Throughout this half term, children will have the opportunity to apply knowledge from across the primary curriculum to complete a range of STEM challenges. They will use different working scientifically skills to independentl</p>
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<p>We will be learning about the circulatory system in the human body, identifying and describing the functions of the heart, blood vessels, blood and the lungs and how these collectively contribute to the same function. We will then learn about the importance of maintaining a healthy lifestyle and the impact diet, exercise, drugs and other lifestyle choices have on the way our body functions. We will also learn about water and nutrient transport in animals, including humans.</p> <p>Disciplinary (Working</p>	<p>represent electrical components in a simple circuit diagram. We will then compare and give variations in how these components function, including brightness of bulbs, loudness of buzzers and the on/off position of switches. We will then use our knowledge to make connections between the rightness of a lamp or the volume of a buzzer with the number and voltage of cells.</p> <p>Disciplinary (Working</p>	<p>explain how we see things by light entering our eyes and how shadows have the same shape as the object that casts them.</p> <ul style="list-style-type: none"> • How light travels • How we see things • How light reflects off surfaces <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data 	<p>learn about how fossils are formed and then used as an information source for how living things have changed over time and the animals and organisms that inhabited the Earth millions of years ago. We will then collate this information to determine how animals are adapted to suit their environment in different ways and how this contributes to the scientific concept of evolution.</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>		<p>y and collaboratively follow lines of scientific enquiry including different enquiry approaches.</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
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<p>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 • Comparative and fair testing • Pattern seeking 	<p>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"> • Comparative and fair testing 	<ul style="list-style-type: none"> • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • 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"> • Light Questions (Plan) • Investigating shadows (Do) <p>Science Trails: Why are materials chosen for different things depending on how</p>	<ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Fossil habitats (Review) • Egg Strength (Review) 		<p>and communicating results</p> <ul style="list-style-type: none"> • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking • Observing over time
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<p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Heartrate pose (Plan) <p>Science Trails: What effects does exercise have on my body internally and externally?</p>	<ul style="list-style-type: none"> Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Conductive dough (Do) <p>Bulb Brightness (Plan)</p>	<p>transparent they are?</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 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>World War 1 1914 - 1918</p> <p>We shall be looking at World War 1, the events leading up to the start, significant people (such as Archduke Franz Ferdinand and Walter Tull), events throughout the war and how the war ended</p>	<p>Mayans</p> <p>Civilisation Agriculture Monument/statue Hunter gatherers Trade Social structure Noble</p>	<p>World War 2 1939 - 1945</p> <p>Our World War 2 learning will start by focussing on how life changed after WW1 and the outbreak of WW2. We will sensitively</p>
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- resulting in the Treaty of Versailles. (political, cultural, social history)

We shall also be comparing life before, during and after the war - not only for the soldiers but life on the Homefront too (for the women and children). (social, cultural history). We will have a strong focus on sources and the reliability of the sources we use to gather our understanding about the war.

(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)

Concepts: Chronology, Significance, Cause and consequence, Duration, Interpretation

Strands: Economic, cultural, political, social, environmental

Key Concepts-Disciplinary

Similarities and Differences (same historical period)

Home front

Working lives-women

Evacuees

King

Rulers

Pyramids

Ancient Civilisations

2000BC-AD 1500

We will be looking at the Mayan civilization and linking this back to our work in year 3 looking at ancient civilizations (Ancient Egypt and Ancient Greece). We will explore where the Mayan civilization was and focus on important Mayan individuals and why they were important (Lady K'abel, Gonzalo Guerrero (GG) and look at statues of GG. (Significance).

We will focus on looking at how their civilization changed/ remained the same over time. We will look at how the city was developed (scientific work, medicine, agriculture to the present day). We will look at what we can learn about the ancient Maya from the Maya people today (continuation of ancient language, weaving their own clothes and growing and using corn to make bread). We will look at what items the Mayans gave to the World that we still use today (chocolate, vanilla and sweet potato). (Change and continuity)

We will then move onto looking at how the Maya prosper in the rainforests and look at comparing rich and poor Mayans and look at how their lives were different. We will consider the question 'Were the Mayans

explore the Holocaust and how refugees escaped Nazi Germany through the Kindertransport as well as others who were not as lucky and were captured to be taken to concentration camps. We will look at the impact of the Blitz on our country and specifically Sheffield. We will explore the lives of significant people such as Anne Frank. Finally, we will debate when was the most dangerous time to live drawing on our learning throughout KS2 to decide. (environmental, political, cultural, social history)

(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)

Concepts: Chronology, Significance, Culture, Cause and consequence

Historical Enquiry-Evidence and Sources

Reliability of sources

Eyewitness accounts

Poems

Newspaper accounts

Royal Armoury photographs

Images

Paintings

Songs

Medals

Museum visits

Holocaust Museum

Letters

Stories

Change and Continuity-across periods

Investigate changes over time-
soldier's experiences-
uniform/equipment/medicine

Interpretation of History

Interpretation of life on the front
line/home front

Evacuee life good or bad

Understand different versions of
the past exist and explain the
reasons

Life at the front for conscripts/soldiers/officers

religious?' and why was religion important
to them?'. (Similarities, differences and
diversities).

We will consider how LIDAR technology has
been used to detect remains of early Mayan
civilizations since 2015 (Interpretation of
History).

We will consider why the Maya civilization
fell and look at the Maya people today and
how the ancient Mayan affect how they live
today? (Cause and consequence).

We will finally look at the types of evidence
that historians have on the Maya and look
at LIDAR resources. (Historical sources and
Evidence)

Strands: Economic,
cultural, political, social

Key Concepts-Disciplinary

Similarities and
Differences (same
historical period)

Home front

Working lives-women

Evacuees

Historical Enquiry-
Evidence and Sources
Contemporary accounts
Reliability of sources

Eyewitness accounts

Poems

Newspaper accounts

Royal Armoury
photographs

Images

Paintings

Songs

Medals

Museum visits

Holocaust Museum

Letters

Stories

Change and Continuity-
across periods

Women's status over the
past 200 years

Understand different versions of the past exist and explain the reasons

Historical Terms

Use a wide vocabulary of historical terminology

Significance

Identify historically Key people ,situations and events why the events etc were significant

How fighting the war had changed between WWI and WWII

Interpretation of History

Interpretation of life on the front line/home front
Evacuee life good or bad
Understand different versions of the past exist and explain the reasons

Historical Terms

Use a wide vocabulary of historical terminology

Significance

Identify historically Key people, situations and events and why the events etc were significant

Cause and Consequence




What affect did the WWII have on UK-

To what extent were women affected by change during this period? What brought about the changes?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Skills</u></p> <p>Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)</p> <p>Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features</p> <p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>					
<p>Disability</p> <p>Disability access in the local area</p> <p>OS Local area and map symbols</p> <p>6 figure grid references</p> <ul style="list-style-type: none"> • How much of the world's population is classed as disabled? • How are spaces made inclusive? • Who makes spaces inclusive? • What do other cities/countries do to support accessibility? What is meant by accessibility? • What is meant by disability? • How accessible is School? • What are the physical and human barriers in the community? • How accessible is the local shopping area? How does disability affect day to day living? 	<p>WW2</p> <p>Countries linked to WW2</p> <p>Books: War Horse</p> <p>Lines of Longitude and Latitude coordinates for Key countries</p> <p>World Map</p> <p>Locate countries</p> <p>Maps of Europe</p> <p>Maps of Asia</p> <ul style="list-style-type: none"> • Continents and Countries • Location of WW2 countries • Seas/Mountain ranges/rivers • What countries took part in WW2? • Physical and Human features • Key Countries • Axis Countries • European and Non-European countries • Main Cities linked to WW2 • What do you know about the WW2 countries? • How do countries work together now? • European Union • Commonwealth • United Nations 	<p>Biomes</p> <p>Biome Map of the world</p> <p>Lines of Latitude and Longitude</p> <p>Rainfall groups</p> <p>Temperature Graphs</p> <p>Climate graphs</p> <ul style="list-style-type: none"> • What is the global distribution of biomes? • Where are the different biomes in the world? • What is a biome? • What are the features of the different biomes? • How do lines of latitude/longitude link to climate? • How do different cultures adapt to living in different biomes? • How are plants, animals and the climate connected? 			

<ul style="list-style-type: none"> • How do the children at school support children with a disability? • Can all disabilities be seen • How can school be made more accessible? • How can the local area be made more accessible? • How has the local area been adapted to support disabled people? 	<ul style="list-style-type: none"> • How do European countries work together when there is a disaster? • How is a Landscape altered/affected during a war? 	<ul style="list-style-type: none"> • How do different biomes support food/medicines/products? How are biomes made sustainable? • How does climate change impact biomes?
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Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Drawing</u></p>  <p>Research: Perspective</p> <p>Developing skills: Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and <u>space</u></p> <p>Applying skills: creating a street / image in perspective which conveys a certain mood/feeling</p>		<p><u>Printing and mixed media (layered printing)</u></p>  <p>Research: Fauvism 'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure colour and form as means of communicating the artist's emotional state' How have a range of artists used colour to communicate and '<u>emotional state</u>'? Links with Y5 Robert Rauschenberg.</p> <p><u>Matisse</u> Study into his range of work - mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast?</p>	 <p>Research: architecture with a focus on <u>Gaudi</u> (fantasy lands) Look at a range of architects and architecture (including links to Y3 Greek architecture). How do different buildings compare? Why have they been built in the style they have? Functionality? Style? Conventions? How/why do Gaudi's buildings differ? Impact?</p> <p>Developing skills: Model making Mixed media experimentation (card, clay) Using tools</p>	<p><u>3D form</u></p>	

<p>Evaluation: children evaluate use of tone to convey mood</p> <p>Formal Elements: tone line shape space form</p>	<p>How and why did his art change through time? Which style of Matisse's work do the children prefer? Why?</p> <p>Developing skills: Practise printing Experiment with layering prints onto different paper. Incorporate collage. Adding different mixed media</p> <p>Applying skills: Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have for this - a piece of music? Poem? Experience? Emotion? Representation of them?</p> <p>Evaluation: How easy was it to layer the printing? Was the overall composition successful? Does the piece represent 'you'?</p> <p>Formal Elements: line shape colour form texture space</p>	<p>Shape Form</p> <p>Applying skills: Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work</p> <p>Evaluation: Have you emulated the design elements used by Gaudi?</p> <p>Formal Elements: Line Shape Form Space Texture Colour</p>
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Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Electrical

Design and produce an alarm system which alerts when a charity collection box is removed.

NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Skill retrieval from previous years:

Series, parallel, simple circuits, switches,
Structures (free standing, shell), strengthening and stiffening, levers and sliders

Investigate, disassembly, evaluate:

- Explore and investigate everyday appliances that use electricity
- Investigate alarms for different uses
- Investigate use of different circuits

Computer Control

Design and make an automated night light for a younger child.

NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products.

Skill retrieval from previous years: Series, parallel, simple circuits, switches, structures, strengthening and stiffening, levers and sliders, computer control

Investigate, disassembly, evaluate:

- Explore and investigate everyday appliances that use electricity
- Investigate programmable toys and gadgets

Focus Practical tasks:

- Make simple series circuits
- Explore and develop electrical circuits including those using switches

Food/Nutrition

To design and make a healthy meal which is under 500 calories for a member of staff.

NC: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Investigate, disassembly, evaluate:

- Classify and group foodstuff
- Analyse appearance, smell, taste, texture, how grown, how

Focus Practical tasks:

- Make simple series circuits
- Explore and develop electrical circuits including those using switches
- Investigate switches for different purposes

Design:

- Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit
- Communicate their ideas through detailed labelled drawings
- Develop a design specification

Make

- Using at least one electronic circuit, children to make a working alarm.

- Investigate switches for different purposes
- Investigate computer control programs using crumble kits

Design:

- Design a program using Scratch which supports designed nightlight using Crumble kits
- Communicate their ideas through detailed labelled drawings
- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways using algorithms

Make

- Create the circuit and other aesthetic parts to case a night light which can be controlled remotely, Select appropriate tools, materials, components and techniques Make modifications as they go along

Evaluate

produced, how eaten, cost, weight of food

Focus Practical tasks:

- Weigh and measure accurately
- Prepare food - peel, cut, slice, grate
- Combine food from different food groups to create healthy products

Design:

- Design a menu for an adult which is under 500 calories, planning the order of working.
- Plan the order of work choosing appropriate materials, tools and techniques

Make

- Make modifications as they go along

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

- 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

Make a healthy meal for an adult which consists of less than 500 calories using good food hygiene techniques.

- Weigh and measure accurately
- Peel, spread, cut food ingredients
- Apply the rules of basic food hygiene and other safe practices

Evaluate

- Evaluate the product against the original criteria and suggest ways it can be improved.
- Gather other people's views

Music

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Autumn Term

Spring Term

Summer Term

<p>Students will be able to confidently identify a pulse in a piece of music, exploring different time signatures and beat patterns. They will be able to repeat musical rhythms taught to them. Students will be introduced to notes from western music notation and begin to explore reading and writing music</p>		<p>Students will be able to confidently identify and explore different pitches within the capabilities of their voice. They will be introduced to the Kodaly method using songs including do-do. They will experiment with harmony using match songs, rounds and will begin to understand how those parts create simple harmony.</p>		<p>Students will use their voices expressively and confidently to communicate music with accuracy and competence. They will be confident in considering the use of dynamics, tempo, expression, articulation and structure and the impact of these on a performance. Students will be offered a performance opportunity to be decided with your assigned Music Leader.</p>	
<p>Autumn 1 Sheffield Music Hub Singing and Performance Technique</p> <p>Exploring pulse and rhythm to provide a bedrock of music making and quality listening.</p> <p><i>Children should explore walking/moving/clapping to a steady beat and be able to</i></p>	<p>Autumn 2 Sheffield Music Hub Singing Seasonal Repertoire</p> <p>The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence.</p> <p>When teaching the music, we will use language and visuals used to teach musicianship</p>	<p>Spring 1 Sheffield Music Hub Singing Pitch and Harmony</p> <p>Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony.</p> <p>By using;</p>	<p>Spring 2 Sheffield Music Hub Singing Seasonal Repertoire</p> <p><i>Perform a range of songs in school assemblies</i></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and</i></p>	<p>Summer 1 Sheffield Music Hub Singing</p> <p>We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique.</p> <p>They will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Begin to confidently perform using expression, including understanding the context and lyrics of a song, and the impact of their performance</p>	<p>Summer 2 Sheffield Music Hub Singing Seasonal Repertoire</p> <p>We will see assured performances that are technically sound and engaging to listen to.</p> <p>Students should feel a shared responsibility for the quality of the outcome and</p>

<p>confidently identify changes in speed (<i>tempo</i>)</p> <p>Repeat copy-cat rhythms using both notation and word-pattern chants including <i>crochet, quavers and rests.</i></p> <p>Introduce and understand the differences between <i>crotchets and paired quavers.</i></p> <p>Use and understand staff and other musical notations. While each class may differ in their fluency of reading each class should</p>	<p>including <i>beat, pulse, or rests.</i></p> <p>Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm.</p> <p>At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices.</p> <p>These activities focus on <i>listening with attention to detail and recall sounds with increasing aural memory</i></p>	<ul style="list-style-type: none"> • Kodaly Method (do-do) • Rounds • Match Songs • Simple harmonies • Visualisation/Notation <p>students will learn about the pitch capabilities of their own voice by <i>singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>Students will <i>sing a widening range of unison songs of varying styles and structures with a pitch range of</i></p>	<p><i>playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<p>decisions on an audience.</p> <p>Students will be comfortable using vocabulary describing the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as;</p> <ul style="list-style-type: none"> • Dynamics (forte/piano/crescendo/diminuendo) • Tempo • Structure (verse/chorus/part 1/part 2) • Articulation • Expression <p>Students will take ownership of their sound and apply their understanding of music making to their voices.</p> <p><i>What makes a good performance?</i></p> <p>Students will observe phrasing, accurate pitching and appropriate style.</p> <p>Students will develop a sense of confidence and ownership regardless of the size or</p>	<p>a sense of pride in their accomplishments.</p> <p>We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?</p>
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<p>have the opportunity to see simple bars of music. Students should feel confident reading simple bars of music and may write some rhythms of their own.</p> <p>By using;</p> <ul style="list-style-type: none"> • Raps • Rhymes • Chants • Body percussion • Tongue twisters <p>students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand pulse keeping to aid musical</p>		<p>do-do, tunefully and with expression.</p> <p>Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>We will experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Students will</p>		<p>nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause</p> <p>They will compare different performance styles and examine what decisions performers have made to best affect their audience.</p> <p>Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.</p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	
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<p>precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>They will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>When approaching notation use the French counting method as a standard.</p> <p><u>Suggested exercises</u> Divide the</p>		<p>focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>They will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>			
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<p>class into 4 groups and give each group a bar of simple 4/4 rhythm. Ask the students to pick something they are studying in another lesson and fit some words to their given rhythm. (for example, a bar of crotchets linked to a geography lesson; glo-bal-war-ming)</p> <p>Build up the bars until you have a samba band of students chanting about their current learning.</p> <p>Students will improvise and compose music for a range of</p>					
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<p>purposes using the inter-related dimensions of music.</p>					
<p>Activities may include: Coca Cola Dividing Early one morning H.E.L.L.O I can take my tea without sugar I like coffee, I like tea March March soldiers Top-notch Go round the mountain South Australia Chicken Tikka Chicka chicka cha cha Jack Frost - Singing Sherlock</p>	<p>Songs May Include: Together at Christmas - Sing Up Sing Up It's Christmas! - Sing Up What Christmas Means to Me - Sing Up Stille Nacht (Silent Night) - Sing Up Ho Ho Ho - Out of the Ark All around the world - Out of the Ark Holly and Mistletoe - Out of the Ark Where shall we go this Christmas? Out of the Ark</p>	<p>Activities may include: Apple Tree Ickle Ockle Oleo Charlie over the ocean? Senua dedende Double Double This This? Across the fields Algy met a bear Down the river London's Burning Moon Round Popacatapetl Clap to the heartbeat Oliver Twist Our Dustbin? Nanuma?</p>	<p>Songs May Include: The Bonkers Song - Out of the Ark Baningati - Sing Up Oh when the saints/swing low/I'm gonna sing Freedom Train Kookaburra Breakfast Trio C.O.F.F.E.E This old man/Michael Finnagan Dynamite (https://www.youtube.com/watch?v=xZzdozhZO hk) Rocking - Junior Songscape ultimate classics</p>	<p>Activities may include: Red Lorry Yellow Lorry Breakfast Trio Kye Kye Kule A flea and a fly in a flue Left Left Coffee Pots Chiri Bim Black Socks Shabuya Cookie Jar Bungalow</p>	<p>Songs May Include: A smile - Sing Up See You Again - Sing Up We are unstoppable - Sing Up Last-Minute Calypso - Singing Sherlock Shadow - Singing Sherlock Kids! - Singing Sherlock Roller Ghoster - Singing Sherlock See you again - Sing Up Pop Idol</p>

					- Singing Sherlock
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Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music.

Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.

Harvest Festival	Autumn Performance video to be shared with parents	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents including opportunities for small groups and solo performances.	Reflect Rewind and Replay - children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and solo performances.
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Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0.6 - Key Skills : Understanding the Computer</p> <p>Entering: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and</p>	<p>2.6 What makes an excellent film?</p> <p>Entering: Pupils collect, organise and present information effectively using a range of media. They use more</p>	<p>4.6 How do I build complex physical systems? (Link to DT Computer control Unit)</p> <p>Entering: Pupils use forever loops and selection (if...then...) in a program. They decompose a problem and create</p>	<p>5.6 How do I design more complex programs? (Link to DT Computer control Unit)</p> <p>Entering: 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</p>	<p>3.6 Why do we use spreadsheets?</p> <p>Entering: Pupils know that there is a difference between data and information. They can design a questionnaire and collect a range of data on a theme. They can enter data in a spreadsheet and answer simple questions about</p>	

<p>double-click appropriately on a mouse.</p> <p>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>Developing: 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 using folders and appropriate file names.</p> <p>Secure: Pupils understand that different</p>	<p>complex tools to edit and enhance media for a particular effect.</p> <p>They can rate a game or film they have made and explain their rating.*</p> <p>Developing: 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.</p> <p>Pupils know where to find</p>	<p>a solution (sub-routine) for each step.</p> <p>They use procedures in programs to create a sub-routine.</p> <p>Pupils create a program using a range of events/inputs to control what happens.</p> <p>Developing: 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).</p> <p>They create programs including repeat until loops and recognise variables in a program.</p> <p>Secure: Pupils create simple variables, e.g. to keep score</p>	<p>problem and create a solution (sub-routine) for each step.</p> <p>Pupils recognise variables in a program.</p> <p>Developing: 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).</p> <p>They create programs including repeat until loops. They create simple 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>Secure: Pupils understand the difference between and use if... then... and if... then... else... statements. They combine a variable with relational operators (< = >) to determine when a program changes.</p>	<p>information stored in a spreadsheet.</p> <p>Developing: Pupils understand what a spreadsheet is and what it is used for. They use simple formulae in a spreadsheet to find out information from a set of data. They produce graphs from data in a spreadsheet and evaluate data and information shown.</p> <p>Secure: Pupils understand that there are different tools for analysing data. They can collect, organise and present data independently in a spreadsheet. They recognise that poor quality data leads to unreliable results</p> <p>Concepts Data Abstraction Logic</p>
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<p>devices can have different operating systems, and can give examples, e.g. Windows, iOS, Android, and they understand the main functions of an operating system (i.e. it determines the look and feel of the interface, the programs that run on the computer, and manages the hardware connected to it). They use more advanced searching techniques when using a search engine. Pupils recognise common file types and extensions, and know examples of why this is useful.</p> <p>Concepts: Machines</p>	<p>copyright free images and audio, and why this is important.*</p> <p>Secure: Pupils identify success criteria for creating digital content for a given purpose and audience. They evaluate their own content against success criteria and make improvements accordingly. They can explain why films have certain ratings.*</p> <p>Concepts Data Machines Program</p>	<p>or remove lives in a game. They understand the difference and use if... then... and if... then... else... statements. They can combine a variable with relational operators (< = >) to determine when a program changes. Pupils can design a physical computing system that uses sensors, e.g. using a flow chart.</p> <p>Concepts Program Algorithm Logic</p>	<p>They recognise the audience when designing and creating digital content. Pupils evaluate their own content against success criteria and make improvements accordingly.</p> <p>Concepts Program Algorithm Logic</p>	
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1.6 How do I use a computer to present information effectively

Entering: Pupils collect, organise and present information effectively using a range of media. They design and create digital content for a specific purpose. They edit their own content to improve it according to feedback. They use more complex tools to edit and enhance media for a particular effect.

Developing: Pupils remix and edit a range of existing and their own media to create content. They recognise the audience when

Online Safety Link:
L6: Game ratings
NI: Digital Media

<p>designing and creating digital content. They identify and use appropriate hardware and software to fulfil a specific task. Secure: Pupils identify success criteria for creating digital content for a given purpose and audience. They evaluate their own content against success criteria and make improvements accordingly. They recognise common file types and extensions.</p> <p>Concepts Data Machines Abstraction</p>					
PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Football (GS4PE)</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique 	<p>Dance - (GS4PE)</p> <p><u>Key Skills:</u> Movement to a beat, combing actions, combining stories</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence <p>Evaluation and improvement</p>	<p>Hockey (GS4PE)</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>Yoga (GS4PE)</p> <p><u>Key Skills:</u> Balance, flexibility, strength, coordination</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>Athletics (GS4PE)</p> <p><u>Key Skills:</u> Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique <p>Evaluation and improvement</p>	<p>Tennis (GS4PE)</p> <p><u>Key Skills:</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration • Technique
Football (GS4PE)	Dance - (GS4PE)	Hockey (GS4PE)	Yoga (GS4PE)	Athletics (GS4PE)	Tennis (GS4PE)

<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates,</p>	<p>Pupils will practise moving hands and feet to a beat. They will work in groups to sequence a number of movements. They will create cannon and ripple effects in groups to a Broadway style. Children will march dependent on ally and axis nations. They will also dance using scenarios from WW2. Children will use the theme of WW2 to combine</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates,</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p><u>Key Skills:</u> Balance, flexibility, strength, coordination</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of 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</p>	<p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their</p>
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<p>opponents and referees.</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique 	<p>movements and stories.</p> <p><u>Key Skills:</u> Movement to a beat, combing actions, combining stories</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence <p>Evaluation and improvement</p>	<p>opponents and referees.</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 		<p>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: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p>	<p>teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p><u>Key Skills:</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step</p>
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				<p>Key Skills: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique <p>Evaluation and improvement</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration • Technique
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6.1			6.2		6.3
Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islam Relief change the world?		Muslims and Christians: Who is inspiring? Inspirational founders and leaders.		Religions in the local community. What will make	

<p>Religion: Christianity, Islam, Sikhism</p> <p>Key Strand:</p> <ul style="list-style-type: none"> Religious beliefs, teachings and sources Ways of living <p>Questions of values and commitments</p>	<p>Religion: Christianity and Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> Beliefs, Values and Teachings Religious practices and ways of life Questions of meaning, purpose and truth <p>Questions of values and commitment</p>	<p>our town a more respectful place?</p> <p>Religion: All</p> <p>Key strands:</p> <ul style="list-style-type: none"> Religious practices and ways of life Questions of identity, Diversity, Value and belonging <p>British values Link</p>
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RHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Os6) Bias (N2)</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Fr5) What are stereotypes?</p> <p>Os) Online Stereotypes L5 *</p> <p>Fr6) How do I accept my friends for who they are?</p> <p><u>Lesson 1: Talking about race and racism.</u></p> <p><u>Lesson 2: Defining anti-racism.</u></p>	<p>Mutual respect and tolerance</p> <p>C1) What is prejudice?</p> <p>Os7) Echo Chambers (N5)</p> <p>C2) What is the history of prejudice?</p> <p>C3) What should I do if I encounter prejudice?</p> <p><u>Lesson 3: Redefining racism.</u></p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science - does not include sexual intercourse)</p> <p>C4) How can I be a great citizen?</p> <p>C5) Why is money important?</p> <p>Os) Online Ads and money on the internet C1*</p> <p>Os) In App purchases and</p>	<p>Individual liberty</p> <p>Rule of Law</p> <p>P4) Why do some people take drugs?</p> <p>P5) Where should I get my health information?</p> <p>Os) Inaccurate health info L3*</p> <p>P6) How do I save a life?</p> <p>Os) Meeting Strangers P4 *</p> <p><u>Lesson 6: Being anti-racist in our actions</u></p> <p><u>Lesson 7: Representation matters</u></p>	<p>Mutual respect and tolerance</p> <p>C6) Who belongs in our country?</p> <p>C7) What does it mean to be British?</p> <p>Os) Verifying info online N3*</p> <p>Drugs- Managing risk-influence and pressure</p>	<p>G1) How will my body change as I get older?</p> <p>CW resource pack 6/pack 7/pack 8</p> <p>Os) Unhealthy Attention P3 *</p> <p>G2) How will my feelings change as I get older?</p>

	<u>Lesson 4: Understanding racial socialisation and stereotypes</u>	credit card info C5 * <u>Lesson 5: Unconscious bias</u> <u>Lesson 6: Being anti-racist in our actions</u>		Drugs- Managing risk-Drugs, alcohol and the media <u>Lesson 8: Myth busting anti-racism</u>	G3) How will I stay clean during puberty? G4) What is menstruation? CW resource pack 4/Pack 5 Cn3) Appropriate and Inappropriate Touching
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MFL (French) - KS2 only

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Autumn term</u> <u>Review teaching so far -</u> Shape Book - 5 lessons and Colour poem - 5 lessons		<u>Spring term</u> Monster description - 8 lessons and Mini book 'Moi et toi' - 10 lessons		<u>Summer term</u> Guess the animal - 7 lessons and Ours brun story - 6 lessons	

<u>Vocabulary</u>	<u>Grammar</u>	<u>Structures/ Features</u>	<u>Vocabulary</u>	<u>Grammar</u>	<u>Structures/ Features</u>	<u>Vocabulary</u>	<u>Grammar</u>	<u>Structures/ Features</u>
C'est Shapes - un rectangle, un triangle, un	Gender of nouns Position of adjectives	Question - rising intonation	Parts of the body Animal parts Colours Grand, petit, gros, long	Singular and plural nouns 1 st , 2 nd , 3 rd person singular/plural - avoir/être	Sentence with adjective of size, noun and colour adjective in singular and plural, positive and negative Question form - rising intonation Question words	Er Verbs C'est/Quoi Animal s Habitat s	Infinitive Qui - relative clause 3 rd person singular - er verbs/avoir/être	Sentences with noun and adjectives and subordin

<p>cercle, un carré Grand/pe tit Colours Comme Le, la, l' les</p>	<p>Size adjecti ves before noun Singular and plural nouns</p>		<p>Frisé, court, mi- long Fort, drôle, intelligent S'appeler Pets Un frère, un demi- frère, une soeur, une demi-soeur Mon anniversair e C'est, ou, très, assez, mais Months of year Aimer Numbers 1 - 31</p>	<p>Position of colour adjectives and adjectives of size Pronouns 1st, 2nd, 3rd person singular and 3rd person plural</p>	<p>Familiar and formal use of you</p>	<p>Animal parts of body Avoir/Êt re Grand, petit, joli, gros, jeune, long, beau, vieux Colours Dans/P ar ici</p>	<p>Negative - ne...pas + de 3rd person singular - avoir/être Position of adjectives Agreemen t of adjectives 3rd person plural - er verbs</p>	<p>ate clause with verb in 3rd person singular and prepositi on</p>
<p><u>Stories/rhym es/songs</u> Stories Qui conduit? Songs Le/la song</p>	<p><u>Dictionary/culture</u> Bi-lingual dictionary - find nouns in French and gender</p>	<p><u>Stories/rhymes/song s</u> Stories Va-t'en grand monstre vert Songs Tête, épaule, genou.. etc. Mon monstre Une patate</p>	<p><u>Dictionary/culture</u> Bi-lingual dictionary for gender, plural nouns and adjectives French handwriting</p>	<p><u>Stories/rhymes/so ngs</u> Our brun</p>	<p><u>Dictionary/ culture</u> Bi-lingual dictionary for nouns and gender, -er verbs, prepositions</p>			

					' adjectives
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