


Long term Plan 2024-2025 - Year 6

Learning Mindsets: Learning Mindsets: Respect, Responsibility, Resilience					
Key Events/Parental Engagement					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Harvest Festival	Christmas Performance	Thornbridge and SATs information evening Crucial Crew		SATs	Thornbridge (9 th - 13 th June 2025) End of year performance Leavers Assembly Transition Meetings
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>					
<u>Class Book:</u> Holes by Louis Sachar Rosa Parks - Little People Big Dreams <u>Reading Skills:</u> Decoding and fluency Retrieval Background Knowledge Inference Providing evidence	<u>Class Book:</u> Private Peaceful War Horse Archie's War Character study - Big Joe (from Private Peaceful) (reading task) Reading Skills:	<u>Class Book:</u> The Boy in The Striped Pyjamas <u>Reading Skills:</u> Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Providing evidence	<u>Class Book:</u> The Boy in The Striped Pyjamas The Arrival The Lost Thing <u>Reading Skills:</u> Retrieval Inference Clarification Summarising Sequencing Comparing and Contrasting	Varied texts Non-fiction Fiction Poetry <u>Reading Skills:</u> Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Providing evidence	<u>Class Book:</u> Journey to Jo'Burg <u>Reading Skills:</u> Retrieval Inference Clarification Vocabulary Summarising

<p>Clarification Vocabulary</p>	<p>Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Comparing and Contrasting Providing evidence Fact and opinion</p>	<p>Comparing and Contrasting Prediction</p>	<p>Prediction</p>	<p>Comparing and Contrasting Prediction</p>	<p>Comparing and Contrasting</p>
<p><u>Writing</u> 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</p>	<p><u>Writing</u> 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>Writing</u> 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 <u>Sentence Level knowledge</u> * Use of the passive to affect</p>	<p><u>Writing</u> 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 <u>Word Level grammar knowledge</u> * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal</p>	<p><u>Writing</u> The Arrival - Narrative SPAG Skills around SATS time Newspaper report Blitz Persuasive writing - linked to end of year celebrations Balanced argument -</p>	<p><u>Writing</u> focus: <u>Drama and performance</u> I. Main Written Narrative - retelling a chapter from a different perspective (Boy in Striped Pyjamas) Compositional Focus Bringing together planning</p>

<p>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>]</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</i></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>]</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</i></p>	<p>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>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>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>].</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>]. * 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>,</p>	<p>linked to end of year</p> <p>Tacoma Bridge newspaper report</p> <p>Writing skills: Explanation text- 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>independently and use of vocabulary and grammatical structures appropriate for audience and purpose. 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 -</i></p>
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<p>hand, in contrast, or as a</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. 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</p>	<p>greenhouse was broken (by me)].</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 Persuasive writing about visiting a country (use of oral to support written) Compositional Focus: features of persuasion - exaggeration, repetition.</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 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</p>	<p>or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> 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 * 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</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>discover; ask for - request; go in - enter] * 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 broke the window in the greenhouse</i> versus <i>The window in</i></p>
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<p>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>3. Practise and Apply Biography - Black History Month</p>	<p>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</i> - <i>discover</i>; <i>ask for</i> - <i>request</i>; <i>go in</i> - <i>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,</p>	<p>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> - <i>request</i>; <i>go in</i> - <i>enter</i>]</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</p>	<p>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</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</p>	<p><i>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 in</i> some very formal writing and speech]</p>
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<p>Compositional Focus: using bullet points and colon to introduce lists</p> <p>Process focus; noting and developing initial ideas, drawing on reading and research where necessary.</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 * Layout devices [for example, headings, sub-</p>	<p>grammatical connections</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. Main Written Setting description, contrasting genres Christmas Truce - Narrative and Information text</p> <p>Compositional Focus: Describing settings and atmosphere.</p>	<p>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</i> come 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>Balanced argument - Should children wear school uniform?</p> <p><u>Oral activities to support composition</u> * debate *conscience alley</p> <p>Compositional Focus: modal verbs and subjunctive form to support balanced / discussion approach</p> <p>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> - discover; <i>ask for</i> - request; <i>go in</i> - enter]</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 * Layout devices [for example, headings, sub-headings,</p>
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<p>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>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</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><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</i></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</u> (highlight key</p>	<p>* How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</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</i> versus <i>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 in</i></p>	<p>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</p>
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<p>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><i>hand, in contrast, or as a consequence</i>], and ellipsis</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><u>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 paragraphs, pronouns) Process focus; identifying the audience for and purpose of the writing, selecting the appropriate form and using other</p>	<p>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>* 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>]</p>		<p>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>2. Content Focus</p>
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<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>similar writing as models for their own</p> <p><u>Word level grammar knowledge</u></p> <p>* 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> - <i>request</i>; <i>go in</i> - <i>enter</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</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 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</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. Practise and Apply</p> <p>Possible recount - visit?</p> <p>Compositional Focus: recap of informal language and</p>	<p>Biography - Charlie D</p> <p>Compositional Focus: 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></p> <p>* The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example,</p>
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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** and dash to mark the boundary between independent

grammatical structures to support informality.

Process focus; perform their own compositions, using appropriate 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 **antonyms** [for example, *big, large, little*].

Sentence level knowledge

find 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*

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

* 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 range of **cohesive devices**: repetition of a word

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

colon, bullet points

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

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,

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

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
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

					3. Oral focus around end of year performance
<u>Spelling Focus:</u> Homophones & Near Homophones: Nouns that end in -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	<u>Spelling Focus:</u> Words ending in -able Words ending in -ably Creating diminutives using prefixes microor mini Suffixes Word families Y5/6 spelling words	<u>Spelling Focus:</u> Suffixes 'fer' ie or ei Word families Y5/6 spelling words	<u>Spelling Focus:</u> Word families cial/tial Words with a 'soft c' spelt /ce/ Y5/6 spelling words		<u>Spelling Focus:</u> Synonyms/antonyms Y5/6 spelling words
Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Number Sense and Fluency Range of problem solving and reasoning activities					

<p>Number and place value: Place value to 10,000,000</p> <p>Rounding whole numbers to 10, 100 and 1000</p> <p>Negative numbers (in context) 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) Addition and subtraction inverse Multi Step +/- problems including reasoning</p> <p>Number: factors, primes, multiples, squares and</p>	<p>Fractions Equivalent, simplifying, converting between mixed and improper fractions, fractions on a number line, adding and subtracting fractions and mixed numbers, multiplying fractions by integers, dividing fractions, fractions of amounts (including finding the whole). All will include reasoning and problem solving.</p> <p>Decimals place value to 3 dp including problem solving and reasoning</p>	<p>Algebra Find a rule - one step Find a rule - two step Forming expressions Substitution Formulae Forming equations Solve simple one/two step equations Find pairs of values All will include reasoning and problem solving.</p> <p>Measures Metric measures Convert metric measures Calculate with metric measures Miles to KM Imperial measures All will include reasoning and problem solving.</p>	<p>Ratio Using ratio language Ratio and fractions Introducing ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems</p> <p>Statistics Read and interpret line graphs Draw line graphs Solve problems Circles Interpret pie charts Pie charts with percentages Draw pie charts Mean All will include reasoning and problem solving.</p> <p>Shape Co-ordinates in the first quadrant and all four quadrants Translations Reflections</p>	<p>Angles Measure with a protractor Draw angles Angles on a straight line/point Vertically opposite angles All will include reasoning and problem solving.</p> <p>Angles Angles in a triangle Angles in a triangle (special cases) Angles in a triangle - missing angles Angles in quadrilaterals (special/regular) All will include reasoning and problem solving.</p>	<p>Maths in context linked to Fundraising</p>
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<p>Cubes</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>Division using factors</p> <p>Long division</p> <p>All will include reasoning and problem solving.</p> <p>Order of operations (BODMAS)</p> <p>Mental calculations and estimations</p> <p>Reasoning from known facts</p>	<p>Decimals</p> <p>Multiply decimals by integers</p> <p>Divide decimals by integers</p> <p>Division to solve problems</p> <p>Fractions, decimals and percentages</p> <p>Decimals as fractions</p> <p>Fractions to decimals</p> <p>Understanding percentages</p> <p>Fractions to percentages</p> <p>Equivalent FDP</p> <p>Percentage of amount</p> <p>Percentages (missing values)</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>Money (adding and subtracting decimal numbers to 3.d.p)</p> <p>Time - tell time to the nearest minute</p> <p>Solve problems and reason with time</p>	<p>All will include reasoning and problem solving.</p>	<p>Revision</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.

<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>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</p>	<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 represent electrical components in a simple circuit diagram. We will then compare and give variations in how these</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 explain how we see things by light entering our eyes and how shadows have the same shape</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 learn about how</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 independently 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 and communicating results • Evaluating <p>Scientific Enquiry Types:</p>
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<p>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 Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring 	<p>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 Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests 	<p>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 • Interpreting and communicating results • Evaluating 	<p>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 	<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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- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing
- Pattern seeking

TAPS Assessment Activity (ies):

- Heart rate pose (Plan)

Science Trails:

What effects does exercise have on

- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Comparative and fair testing
- Pattern seeking

TAPS Assessment Activity (ies):

- Conductive dough (Do)

Bulb Brightness (Plan)

Scientific Enquiry Types:

- Observing over time
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

TAPS Assessment Activity (ies):

- Light Questions (Plan)
- Investigating shadows (Do)

Science Trails:

Why are materials chosen for different things

- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

TAPS Assessment Activity (ies):

- Fossil habitats (Review)
- Egg Strength (Review)

my body internally and externally?		depending on how transparent they are?		
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History					
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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

World War 1 1914 - 1918	World War 2 1939 - 1945	Mayans
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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 - 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

Our World War 2 learning will start by focussing on how life changed after WWI and the outbreak of WW2. We will sensitively 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

Strands: Economic, cultural, political, social

Key Concepts-Disciplinary

Civilisation

Agriculture

Monument/statue

Hunter gatherers

Trade

Social structure

Noble

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,

<p>Similarities and Differences (same historical period) Home front Working lives-women Evacuees 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</p> <p>Change and Continuity-across periods Investigate changes over time- soldier's experiences- uniform/equipment/medicine</p> <p>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</p>	<p>Similarities and Differences (same historical period) Home front Working lives-women Evacuees</p> <p>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</p> <p>Change and Continuity-across periods Women's status over the past 200 years How fighting the war had changed between WWI and WWII</p> <p>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</p>	<p>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 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).</p>
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<p>Life at the front for conscripts/soldiers/officers Understand different versions of the past exist and explain the reasons</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Identify historically Key people ,situations and events why the events etc were significant</p>	<p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Identify historically Key people, situations and events and why the events etc were significant</p> <p>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?</p>	<p>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).</p> <p>We will finally look at the types of evidence that historians have on the Maya and look at LIDAR resources. (Historical sources and Evidence)</p>
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Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills

Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)
 Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features
 Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

<p>WW2 Countries linked to WW2 Books: War Horse</p> <p>Lines of Longitude and Latitude coordinates for Key countries World Map</p>	<p>Disability Disability access in the local area</p> <p>OS Local area and map symbols 6 figure grid references</p>	<p>Biomes</p> <p>Biome Map of the world Lines of Latitude and Longitude Rainfall groups Temperature Graphs</p>
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<p>Locate countries Maps of Europe Maps of Asia</p> <ul style="list-style-type: none"> • Continents and Countries • Location of WW2 countries • Seas/Mountain ranges/ivers • 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 • 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 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? • 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? 	<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? • 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><u>Printing and mixed media (layered printing)</u></p> 		<p><u>3D form</u></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 space

Applying skills: creating a street / image in perspective which conveys a certain mood/feeling

Evaluation:
children evaluate use of tone to convey mood

Formal Elements:
tone
line
shape
space
form

Y6 RETRIEVAL PRACTICE AUTUMN TERM

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 'emotional state'? Links with Y5 Robert

Rauschenberg.

Matisse

Study into his range of work - mixed media, layering, drawing, printing.
Why have colours been arranged like they have? Contrast?

How and why did his art change through time? Which style of Matisse's work do the chn prefer? Why?

Developing skills:

Practise printing

Experiment with layering prints onto different paper. Incorporate collage.

Adding different mixed media

Experimentation with collage:

Research: architecture with a focus on Gaudi (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?

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

NSEAD, architecture (engaging boys):

<https://www.nsead.org/resources/units-of-work/uow-drawing-boys-gone/>

Applying skills:

Design and form own fantasy land linked to English and inspired by

- I can confidently draw a range of lines and shapes which are in proportion to each other
- I can create different tones and shades with different media
- I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects
- I can sketch using the rules of proportions (for a face)
Following completion of Unit of Work (Drawing Gaps):
- I can create different tones and shades (including to show dimensions)
- I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects
- I can include perspective in my drawings
- I have an understanding of scale and proportions, foreground and background

<https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1>

Making a stamp for printing:

<https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1>

Making a collagraph print:

<https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1>

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?

Evaluation:

How easy was it to layer the printing?
Was the overall composition successful?
Does the piece represent 'you'?

Formal Elements:

line

Gaudi architecture/mosaic work

Evaluation:

Have you emulated the design elements used by Gaudi?

Formal Elements:

Line

Shape

Form

Space

Texture

Colour

Y6 RETRIEVAL PRACTICE SUMMER TERM

(Links with 'collage' unit)

- I can layer my printing and appreciate what order my printing must be in
- I can experiment with cutting and ripping materials in different ways and for different purposes
- I can experiment with layering materials in different ways
- I can mix colours effectively and for an intended purpose

shape
colour
form
Texture
Space

Y6 RETRIEVAL PRACTICE SPRING TERM

(Links with 'printing unit')

- I can print confidently
- I can layer my printing and appreciate what order my printing must be in
- I can experiment with cutting and ripping materials in different ways and for different purposes
- I can experiment with layering materials in different ways
- I can mix colours effectively and for an intended purpose
- I can use my materials to create textures
- I can consider where I might stick my items for my intended purpose (considering foreground and background etc.)

- I can use my materials to create textures
- I can consider where I might stick my items for my intended purpose (considering foreground and background etc.)

Design and Technology

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Electrical	Computer Control	Food/Nutrition
<p data-bbox="129 183 779 268">Design and make a night light for a younger child.</p> <p data-bbox="168 279 739 539">NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p data-bbox="129 550 779 805">Skill retrieval from previous years: Series, parallel, simple circuits, switches, Structures (free standing, shell), strengthening and stiffening, levers and sliders</p> <p data-bbox="112 901 757 938"><u>Investigate, disassembly, evaluate:</u></p> <p data-bbox="112 1029 721 1120">Explore and investigate everyday appliances that use electricity</p> <p data-bbox="112 1165 757 1252">Investigate programmable toys and gadgets</p> <p data-bbox="112 1300 519 1332"><u>Focus Practical tasks:</u></p> <p data-bbox="112 1428 609 1465">Make simple series circuits</p>	<p data-bbox="840 183 1550 311">Design and produce an alarm system which alerts when a charity collection box is removed.</p> <p data-bbox="817 327 1512 494">NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products.</p> <p data-bbox="869 502 1512 542">Skill retrieval from previous years:</p> <p data-bbox="824 550 1556 718">Series, parallel, simple circuits, switches, structures, strengthening and stiffening, levers and sliders, computer control</p> <p data-bbox="817 805 1467 845"><u>Investigate, disassembly, evaluate:</u></p> <p data-bbox="817 893 1429 981">Explore and investigate everyday appliances that use electricity</p> <p data-bbox="817 1029 1505 1069">Investigate alarms for different uses</p> <p data-bbox="817 1109 1482 1149">Investigate use of different circuits</p> <p data-bbox="817 1197 1227 1236"><u>Focus Practical tasks:</u></p> <p data-bbox="817 1284 1321 1324">Make simple series circuits</p> <p data-bbox="817 1364 1527 1452">Explore and develop electrical circuits including those using switches</p>	<p data-bbox="1590 183 2132 359">To design and make a healthy meal which is under 500 calories for a member of staff.</p> <p data-bbox="1601 375 2116 901">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.</p> <p data-bbox="1585 989 2049 1077"><u>Investigate, disassembly, evaluate:</u></p> <p data-bbox="1590 1173 2123 1212">Classify and group foodstuff</p> <p data-bbox="1590 1260 2094 1444">Analyse appearance, smell, taste, texture, how grown, how produced, how eaten, cost, weight of food</p>

Explore and develop electrical circuits including those using switches

Investigate switches for different purposes

Design:

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

Investigate switches for different purposes

Investigate computer control programs using crumble kits

Design:

Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit

Design a program using Scratch which supports designed nightlight using Crumble kits

Communicate their ideas through detailed labelled drawings

Develop a design specification

Make

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

Make modifications as they go along

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 a healthy meal for an adult which consists of less than 500 calories using

<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p><u>Evaluate</u></p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>good food hygiene techniques.</p> <p>Weigh and measure accurately</p> <p>Peel, spread, cut food ingredients</p> <p>Apply the rules of basic food hygiene and other safe practices</p> <p><u>Evaluate</u></p> <p>Evaluate the product against the original criteria and suggest ways it can be improved.</p> <p>Gather other people's views</p>
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Music					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Autumn Term</p> <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</p>		<p>Spring Term</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</p>		<p>Summer Term</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</p>	

notes from western music notation and begin to explore reading and writing music		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.		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.	
Autumn 1 Music technology - Grime In this unit, students will create a Grime track from scratch using YuStudio, Charanga's online music studio. Their compositions will feature an original drumbeat, a bassline, melody, chords, sound effects and audio samples.	Autumn 2 Glockenspiel During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers). Each lesson will introduce the children to a different genre of music and give them the	Spring 2 Sheffield Music Hub Singing Unit Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests	Spring 2 Ukulele - Favourite Song <i>Favourite song</i> is the fourth song in a series of songs composed for the purposes of learning ukulele with primary-aged pupils. It is based on a verse/chorus structure using A minor, C, F and G major chords, and is in a fast, folk-rock style with a driving beat. During the Unit, which	Summer 1	Summer 2 Sheffield Music Hub Singing Unit Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests

<p>Create with YuStudio's Grime Project is one of a series of projects introducing students to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners. By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the</p>	<p>opportunity listen and appraise each one, identifying the key features. Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music. Children will be able to: Hold beaters and instruments confidently, achieving a good tone from the instruments. Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.</p> <p>Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse.</p>	<p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes Most students will confidently</p>	<p>could last between half and a whole term, pupils will develop their playing techniques, compare acoustic and electric music, and compose their own pieces for ukulele.</p> <p>Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse. Other: improvise, compose</p> <p>Key words Duration: beat/pulse, action words for duration: walk, jogging, running faster,</p>		<p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes Most students will confidently sing songs with a sense of</p>
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<p>classroom.</p> <p>The students will:</p> <ul style="list-style-type: none"> • Learn to arrange and mix their own composition in a Grime style using YuStudio • Children will be able to: Have complete creative control and make musical decisions • Balance the overall sound of their tracks • Create drum beats, melodies and basslines with note guidance, which will prepare them 	<p>Other: improvise, compose</p>	<p>sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the different between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in</p>	<p>stride and wade, 3/4 and 4/4 time signatures, beats in the bar.</p> <p>Pitch: notes (C, A, G, E, and F), chords (Am, F, C, and G), melody, part</p> <p>Structure: intro/outro, verse, chorus, instrumental</p> <p>Timbre: ukulele, strum (up strum, down strum), pick, acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass</p> <p>Other: ukulele tab, folk, folk-rock</p>		<p>pulse, rhythm and expressive voices</p> <p>Some students will identify the different between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p> <p>Pupils will</p>
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<p>for further exploration in composition and production</p> <ul style="list-style-type: none"> • Build chords and melodies based on a chosen musical key and scale • Use articulation (staccato/legato/pizzicato) • Use different instruments in YuStudio • Use sound effects eg EQ and delay <p>Key words Bar Tempo Octave Structure</p>		<p>which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-</p>			<p>rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes</p>
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<p>DAW (digital audio workstation)</p>		<p>related dimensions of music</p> <p>Outcomes</p> <p>Most students will be confident in singing at pitch in unison</p> <p>Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control</p>			<p>Most students will be confident in singing at pitch in unison</p> <p>Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared</p>
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and posture, in order to make sure they are best prepared for good singing technique
Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes
Pupils will learn to identify different inter-related dimensions of music including

- Dynamics
- Structure
- Tempo
- Articulation
- Expression

by

for good singing technique
Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes
Pupils will learn to identify different inter-related dimensions of music including

- Dynamics
- Structure
- Tempo
- Articulation
- Expression

by experimenting with them in song

		<p>experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a</p>			<p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p>
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song and the impact of their decisions on an audience
Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary
Outcomes
Most students will sing confidently and with expression in a performance
Most students will be able to identify the terminology being taught

Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary
Outcomes
Most students will sing confidently and with expression in a performance
Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

		<p>throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve</p> <p>Key words</p> <p>Pitch: note, high, low</p> <p>Structure: call-and-response.</p> <p>Tempo: beat/pulse.</p> <p>Other: improvise, compose</p>			<p>Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve</p>
<p>Activities may include:</p> <p>Coca Cola</p> <p>Dividing Early one morning</p>	<p>Songs May Include:</p> <p>Together at Christmas - Sing Up Sing</p>	<p>Activities may include:</p> <p>Apple Tree</p> <p>Ickle Ockle</p> <p>Oleo</p>	<p>Songs May Include:</p> <p>The Bonkers Song -</p> <p>Out of the Ark</p> <p>Baningati - Sing Up</p> <p>Oh when the</p>	<p>Activities may include:</p> <p>Red Lorry</p> <p>Yellow Lorry</p> <p>Breakfast Trio</p>	<p>Songs May Include:</p> <p>A smile -</p> <p>Sing Up</p> <p>See You</p>

<p>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>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>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>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=xZzdozhZ0hk) Rocking - Junior Songscape ultimate classics</p>	<p>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>Again - Sing Up We are unstoppable - SingUp Last- Minute Calypso - Singing Sherlock Shadow - Singing Sherlock Kids! - Singing Sherlock Roller Ghoster - Singing Sherlock See you again - Sing Up Pop Idol - Singing Sherlock</p>
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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	Christmas repertoire 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>Review Know how to search for an application (y5)</p> <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 double-click appropriately on 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</p>	<p>4.6 Complex programs in scratch (Link to DT Computer control Unit) SSC</p> <p>Entering: Pupils use forever loops and selection (if...then...) in a program. They decompose a problem and create a solution (sub-routine) for each step. They use</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 complex tools to edit and enhance media for a particular effect. They can rate a game or film they have made and explain their rating.*</p>	<p>5.6 Real world applications (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 problem and create a solution (sub-routine) for each step. Pupils recognise variables in a program.</p> <p>Developing: Pupils predict what will</p>	

<p>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>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</p>	<p>spreadsheet and answer simple questions about 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</p>	<p>procedures in programs to create a sub-routine. 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). They create programs including repeat until loops and recognise variables in a program.</p> <p>Secure: Pupils create simple variables, e.g. to keep</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. Pupils know where to find 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.</p>	<p>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 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. They recognise the audience when designing and creating digital content. Pupils evaluate their own content against success criteria and make improvements accordingly.</p>
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<p>that different 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>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><u>Concepts</u> Data Abstraction Logic</p>	<p>score 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><u>Concepts</u> Program Algorithm Logic</p>	<p>They can explain why films have certain ratings.*</p> <p><u>Concepts</u> Data Machines Program</p>	<p><u>Concepts</u> Program Algorithm Logic</p>
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Concepts:

Machines

Review: Perform complex searches in search engines using advanced settings (Y5)

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

<p>edit and enhance media for a particular effect.</p> <p>Developing: Pupils remix and edit a range of existing and their own media to create content. They recognise the audience when designing and creating digital content. They identify and use appropriate hardware and software to fulfil a specific task.</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</p>				
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<p>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>Key Concepts:</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>Key Concepts:</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>Key Concepts:</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>Key Concepts:</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>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique 	<p>Tennis (GS4PE)</p> <p><u>Key Skills:</u> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance

				Evaluation and improvement	<ul style="list-style-type: none"> • Coordination • Competition • Collaboration • Technique
<p>Gymnastics (GS4PE)</p> <p><u>Key Skills:</u> Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique 	<p>Dodgeball (GS4PE)</p> <p><u>Key Skills:</u> Throwing, catching, dodging, blocking</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration • Fairness 	<p>Fitness (GS4PE)</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>Volleyball (GS4PE)</p> <p><u>Key Skills:</u> Volley, dig, set, serve</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>Rounders (GS4PE)</p> <p><u>Key Skills:</u> Throwing and catching, tracking, fielding and retrieving a ball, batting</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	<p>Sports Day Practice</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

RE

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>6.1</p> <p>Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islam Relief change the world? 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>6.2</p> <p>Muslims and Christians: Who is inspiring? Inspirational founders and leaders. 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>6.3</p> <p>Religions in the local community. What will make our town a more respectful place? 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>	
<p>U2.2 Creation and science: conflicting or complementary? Christians</p> <p>U2.11 Why do some people believe in God and some people not? Religion: Thematic unit- C, NR.</p>		<p>U2.7 Why do Hindus want to be good? Hindus</p> <p>U2.5 What do Christians believe Jesus did to 'save' people? Christians</p>		<p>U2.6 For Christians, what kind of King is Jesus? Christians</p> <p>U2.12 How does faith help people when life gets hard? Religion: Thematic Unit</p>	
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>Mutual respect and tolerance</p> <p>C1) What is prejudice?</p>	<p>Sx1) How do plants reproduce? (N.B. Taught through science</p>	<p>Individual liberty</p> <p>Rule of Law</p> <p>P4) Why do some people take drugs?</p>	<p>Mutual respect and tolerance</p> <p>C6) Who belongs in our country?</p>	<p>G1) How will my body change as I get older?</p>

<p>Fr5) What are stereotypes? Os) Online Stereotypes L5 * Fr6) How do I accept my friends for who they are? <u>Lesson 1: Talking about race and racism</u> <u>Lesson 2: Defining anti-racism</u></p>	<p>Os7) Echo Chambers (N5) C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? Mutual respect and tolerance <u>Lesson 3: Redefining racism</u> <u>Lesson 4: Understanding racial socialisation and stereotypes</u></p>	<p>- does not include sexual intercourse) Mutual respect and tolerance C4) How can I be a great citizen? C5) Why is money important? Os) Online Ads and money on the internet C1* Rule of law Os) In App purchases and credit card info C5 * <u>Lesson 5: Unconscious bias</u> <u>Lesson 6: Being anti-racist in our actions</u></p>	<p>P5) Where should I get my health information? Os) Inaccurate health info L3* P6) How do I save a life? Rule of Law Os) Meeting Strangers P4 * Mutual respect and tolerance <u>Lesson 6: Being anti-racist in our actions</u> <u>Lesson 7: Representation matters</u></p>	<p>Mutual respect and tolerance Individual liberty C7) What does it mean to be British? Os) Verifying info online N3* Rule of law Drugs- Managing risk- influence and pressure Drugs- Managing risk- Drugs, alcohol and the media Mutual respect and tolerance <u>Lesson 8: Myth busting anti-racism</u></p>	<p>CW resource pack 6/pack 7/pack 8 Os) Unhealthy Attention P3 * Mutual respect and tolerance G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is menstruation? CW resource pack 4/Pack 5 Rule of law Mutual respect and tolerance Cn3) Appropriate</p>
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and
Inappropriat
e Touching

MFL (French)

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 https://www.cavelanguages.co.uk/						<u>Spring term</u> Monster description - 8 lessons and Mini book 'Moi et toi' - 10 lessons https://www.cavelanguages.co.uk/						<u>Summer term</u> Guess the animal - 7 lessons and Ours brun story - 6 lessons https://www.cavelanguages.co.uk/					
<u>Vocabul</u> <u>ary</u> C'est Shapes - un rectangl e, un triangle , un cercle, un carré Grand/p etit Colours Comme Le, la, l' les	<u>Gramm</u> <u>ar</u> Gender of nouns Position of adjecti ves Size adjecti ves before noun Singula r and plural nouns	<u>Structures/</u> <u>Features</u> Question - rising intonation	<u>Vocabula</u> <u>ry</u> Parts of the body Animal parts Colours Grand, petit, gros, long Frisé, court, mi-long Fort, drôle, intelligen t S'appeler Pets Un frère, un demi-	<u>Grammar</u> Singular and plural nouns 1 st , 2 nd , 3 rd person singular/ plural - avoir/être Position of colour adjectives and adjectives of size Pronouns 1 st , 2 nd , 3 rd person singular and 3 rd	<u>Structures/</u> <u>Features</u> Sentence with adjective of size, noun and colour adjective in singular and plural, positive and negative Question form - rising intonation Question words Familiar and formal use of you	<u>Vocabul</u> <u>ary</u> Er Verbs C'est/Qu i Animals Habitats Animal parts of body Avoir/Êtr e Grand, petit, joli, gros, jeune, long, beau, vieux Colours	<u>Grammar</u> Infinitive Qui - relative clause 3 rd person singular - er verbs/avoir /être Negative - ne...pas + de 3 rd person singular - avoir/être Position of adjectives Agreemen t of adjectives	<u>Structu</u> <u>res/</u> <u>Featur</u> <u>es</u> Senten ce with noun and adjecti ves and subordi nate clause with verb in 3 rd person singula r and preposi tion									

			frère, une soeur, une demi- soeur Mon annivers aire C'est, ou, très, assez, mais Months of year Aimer Numbers 1 - 31	person plural		Dans/Par ici	3 rd person plural - er verbs	
<u>Stories/rhymes/songs</u> Stories Qui conduit? Songs Le/la song	<u>Dictionary/culture</u> Bi-lingual dictionary - find nouns in French and gender	<u>Stories/rhymes/songs</u> Stories Va-t'en grand monstre vert Songs Tête, épaule, genou.. etc. Mon monstre Une patate	<u>Dictionary/culture</u> Bi-lingual dictionary for gender, plural nouns and adjectives French handwriting	<u>Stories/rhymes/songs</u> Our brun	<u>Dictionary/culture</u> Bi-lingual dictionary for nouns and gender, - er verbs, prepositio ns, adjectives			