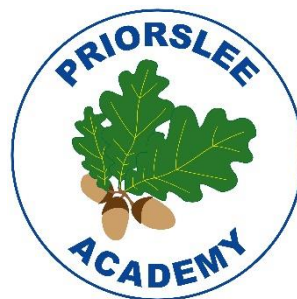


Priorslee Academy

Long Term Plans

2023 - 2024



EYFS: Pre-School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question / theme to explore	Who are we? (All about me)	What do we Celebrate? (Parties)	What can I sing? (Nursery Rhymes)	What do I like to read? (Traditional Tales)	How do I use my senses to understand what is around me? (Five Senses)	Where is my favourite place to go? (Days Out/ Transition)
2023-2024 Supporting Stories	Goldilocks and just one bear That bear can't babysit The best kind of bear Love Makes a Family This is a Home (Twinkl)	Supertato Carnival Catastro-pea; Mog's birthday; Elmer and the gift; Little Glow The Colour Monster	Incy wincy spider; hickory dickory dock; Mary had a little lamb; row row row your boat	The Three Billy Goats Gruff; The Enormous Turnip; Hansel and Gretel	The Runaway Pea; The Shopping Basket; Orange pear apple bear; Too many carrots; Brown Bear Brown Bear what do you see?; Polar Bear Polar Bear what do you hear?	What the ladybird heard at the seaside; Poo in the zoo; Shark in the park; Lulu's first day; Ready Steady Mo!; Our Class is a Family
Supporting stories	You Choose Where We Live Goldilocks & The 3 Bears. This is Our House The Great Pet Sale	Colour Me Happy Elmer The Story of Rama and Sita The Scarecrow's Wedding Jesus' Christmas Party The Crayons' Christmas	Jack and Jill Hickory Dickory Dock Old Macdonald Wheels on the Bus	Jack and the Beanstalk Little Red Riding Hood The Gingerbread Man Jolly Postman Easter story	Handa's Surprise My Five Senses Oliver's Fruit Salad Farmyard Hullabaloo Monkey Puzzle	Tilly's At Home Holiday Little Cloud Kipper the Dog - The Seaside The Colour Monster Goes to School

Possible links/ themes:

<p>Additional links to be made by children/obtained from families.</p>						
<p>Possible Additional texts/songs</p>	<p>Monkey Puzzle Going on a Bear Hunt (highly likely!) Pete the Cat and the Tip-Top Tree House In Every House, on Every Street The Large Family Stories</p>		<p>Rainbow Fish The Jolly Christmas Postman Lighting a Lamp How the Crayons Saved the Rainbow</p>		<p>Incy Wincy Spider The Naughty Bus Twinkle Twinkle Little Star 5 Little Ducks Grand Old Duke of York</p>	

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question / theme to explore	Who am I?	What are buildings for? (Traditional Tales)	What animals can I meet? (Amazing Animals)	Where can we travel? (Transport)	What can you find underground?	What meets the sea? (At the beach/Seaside)
Possible links/ themes:	Night time Nocturnal animals House Family Human body Being kind Staying safe	People who help Important buildings (shops, places of worship) Celebrations (xmas)	Life cycles Climates Farm Minibeasts Habitats	People who help Local area Where in the UK?/World? Vehicles now and then Space	Dinosaurs Fossils Minibeasts Plants Growth Food to fork - healthy food	Under the sea Holidays Marine life Now and then Where in the world?
Pathways text	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Let's all creep through crocodile creek by Jonny Lambert	The pirates are coming by John Condon	Gigantosaurus by Jonny Duddle	The See Saw by Tom Percival
White Rose Units (Maths)	Getting to know you; Match sort and compare; talk about measure and patterns	Its me 1, 2, 3; Circles and triangles; 1, 2, 3, 4, 5; shapes with 4 sides	Alive in 5; mass and capacity; Growing 6, 7, 8	Length, height and time; Building 9 and 10; Explore 3D shapes	To 20 and beyond; How many now?; Manipulate, compose and decompose	Sharing and grouping; visualise, build and map; make connections
GetSet4PE	Fundamentals 2 - Indoor	Gymnastics 1 - Indoor	Gymnastics 2 - Indoor	Ball Skills 1 - Outdoor	Games 2 - Outdoor	Ball Skills 2 - Outdoor
PSED/ RSHE	New Beginnings (SEAL) Different families	Kindness and being a good friend Antibullying week	Relationships (SEAL) Internet Safety	NSPCC Underwear Rule (ongoing) Expect Respect (pgs 23-25) - Looking at	Getting on and Falling out (SEAL)	Water and Sun Safety

				and Challenging Gender Expectations using Toys		
Music Charanga	Me! Focus: Find the pulse.	My Stories! Focus: Find the pulse as one of the characters.	Everyone! Focus: Invent ways to find the pulse.	Spring theme Focus: Explore the pulse with untuned instruments	Our World! Focus: Explore rhythm	Transition - Leaving songs and dance Focus: Singing (match the pitch)
Links to the National Curriculum	<p>Science: Animals including Humans</p> <p>History: The past - family members, older generations (within living memory)</p> <p>Geography: mapwork - where is my family from? Geographical skills and fieldwork Houses across the world - look at similarities and differences between houses we live in and different countries based on ethnicities of the cohort. Human and Physical Geography Locational Knowledge</p>	<p>Science: Everyday Materials</p> <p>History: Compare new and old buildings. Royals - significant individuals Significant places in own locality</p> <p>Geography: Landmarks (London) Locational knowledge Mapwork - Geographical skills and fieldwork</p>	<p>Science: Animals including Humans Living Things and their Habitats Plants - what do animals eat</p> <p>History: N/A</p> <p>Geography: Locational Knowledge Human and Physical Geography</p>	<p>Science: Earth and Space (brief touch on space/planets) Forces</p> <p>History: Events within living memory Events beyond living memory</p> <p>Geography: Hot and Cold countries - Human and Physical Geography Locational Knowledge</p>	<p>Science: Plants Rocks (fossils)</p> <p>History: Beyond living memory</p> <p>Geography: N/A</p>	<p>Science: Seasonal Changes Animals including Humans Living Things and their Habitats</p> <p>History: Within living memory</p> <p>Geography: Human and Physical Geography Place Knowledge</p>
Links to the protected characteristics,	Explore the cultures and ethnicities of the children.	Explore how marriages can look different based on partner gender.		Explore gender expectations related to toys, colours (PSED)	Gender	Religion Gender

equality and diversity.	Explore different family units. Explore home and second languages.	Explore differences in religious buildings. Explore differences in weddings based on religions of cohort.				
Ideas related to the above:	Languages, religion, countries -where is your family from? How celebrations differ in home countries (birthdays, weddings etc) LGBTQ+ community - Ru Paul LPBD text - dressing up. Julian is a Mermaid	Homes around the world, places of worship, religion, weddings Castles - the monarchy Queen Elizabeth II, King Charles III	Countries based on ethnicity - what animals are from where I am from? Or where my family is from? Animals roles in different countries - sacred elephants in India David Attenborough as an important person	Men and women/ different ethnicity groups in space Rosa Parks (black female) Greta Thunberg (young female) as important people	Mary Anning - female fossil hunter Where are fossils mainly found?	Past - grandparents holidays Toys at the seaside (include past) Clothing at the seaside - differences in religion and gender

Additional links to be made by children.

Possible Additional texts	Stick Man The Rainbow Fish The Smartest Giant in Town Owl babies The Colour Monster	Little Red Hen Gingerbread Man Goldilocks and the 3 Bears Billy Goats Gruff	The Very Hungry Caterpillar	Emma Jane's aeroplane The Naughty Bus Mr Gumpy's outing The Way Back home	The Tiny Seed Oliver's Vegetables Jack and the beanstalk Jasper's beanstalk	Lighthouse keeper's lunch The Snail and the Whale
Trip Ideas	Walk around local area - what can we see? Dentist, care home, pub, shop (co-op) nursery, homes Southwater Library	Cosford - Planes Telford Steam Railway Hoo Zoo and Dinosaur World - animals		Hoo Zoo and Dinosaur World - dinosaurs Aquarium? Food to fork - Tesco? Seaside!		

Year 1 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two																											
Mini Topic Title	'Where Am I?'		'Around the World in 80 Days'		'Fire And Ice'																												
English	<p>Little Wandle reading sessions (3 times a week)</p> <p>Text types:</p> <ul style="list-style-type: none"> - Adventure (Lost and Found by Oliver Jeffers) - Poetry - Diary (Nibbles by Emma Yarlett) - Poetry (There are No Such Things as Monsters) 		<p>Little Wandle reading sessions (3 times a week)</p> <p>Text types:</p> <ul style="list-style-type: none"> - Fiction (The Lion Inside by Rachel Bright) - Poetry (Funny Poems) - Adventure (The Curious Case of the Missing Mammoth by Ellie Hattie) - Poetry (At the Zoo) 		<p>Little Wandle reading sessions (3 times a week)</p> <p>Text types:</p> <ul style="list-style-type: none"> - Fantasy (Toys in Space by Mini Grey) - Poetry (Traditional Poems) - Non-chronological report (Goldilocks and Just the One Bear by Leigh Hodgkinson) - Poetry (Fruit Salad) 																												
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Mathematics	<p>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p> <p>Geometry: Shape</p>		<p>Number: Place Value (within 20)</p> <p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50)</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass and Volume</p>		<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p> <p>Number: Place Value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p>																												

Science	Animals Including Humans	Plants	Everyday Materials
	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p style="text-align: center;">Scientist: Jeanne Baret</p>	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties <p style="text-align: center;">Scientist: Charles Macintosh</p>
	<p>Ongoing topic throughout the year: Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 		
<p>Working scientifically:</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 			

	<p style="text-align: center;"><u>Where Am I?</u> (Geography & History focus)</p> <p><u>Geography: our local environment</u></p> <ul style="list-style-type: none"> Where are we? What is my local environment/area like? Priorslee and Priorslee Flash (lake). Use geographical vocabulary. Physical and human features of our local area. Use simple compass directions and directional language Fieldwork: Visit Priorslee Flash. Devise a simple map and use a simple key. <p><u>History</u></p> <ul style="list-style-type: none"> Heritage link - how has our local area changed? Changes within living memory. How has our local area changed? Significant historical places in their own locality: What was there before Priorslee Flash? What evidence of mining can we see in our local area? Changes within living memory: How have homes changed? 		<p style="text-align: center;"><u>Around the World in 80 Days</u> (Geography focus)</p> <ul style="list-style-type: none"> Name and locate the four countries of the UK Name and locate the world's seven continents Name and locate the world's five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS1. Identify seasonal and daily weather patterns in the UK. Identify the location of cold areas of the world in relation to the North and South Poles. Identify the location of hot areas of the world in relation to the Equator. Explore physical and human features and how the weather affects daily life (clothing, food, transport etc.) Diversity links: Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK (Telford/Shropshire) and a small area in a contrasting non-European country. 		<p style="text-align: center;"><u>Great Fire of London - 1666</u> (History focus)</p> <p><u>Events beyond living memory that are significant nationally</u></p> <ul style="list-style-type: none"> What was life like in the 17th Century? What was London like? What were homes like? Who was Samuel Pepys? What caused the fire? How and why did it spread? What was The Great Plague? Rebuilding London 	
<p>Art</p>	<p style="text-align: center;">Painting Water and Lakes Artist: Van Gogh</p> <p style="text-align: center;">ACCESS ART Spirals Drawing, Collage, Sketchbooks Artists: Molly Haslund</p>		<p style="text-align: center;">Drawing, Sculpture and Digital Landscapes & Nature</p> <p style="text-align: center;">Artist: Georgia O'Keefe (links to Science and plants) William Morris</p> <p style="text-align: center;">ACCESS ART Exploring Watercolour Painting (Watercolour) Artists: Paul Klee, Emma Burleigh</p>		<p style="text-align: center;">Mixed Media, Printing, Painting & Design (link with DT)</p> <p style="text-align: center;">Flames Artist: Stephanie Peters</p> <p style="text-align: center;">ACCESS ART Making Birds Sculpture, Drawing, Collage</p>	

DT		Mechanisms (Sliders and levers- e.g., cards/pop up books)		Cooking (Preparing fruit and vegetables)		Structures (Freestanding structures)
Computing	Internet and Email Unit 1.1 Online Safety & Exploring Purple Mash	Coding and Computational thinking Unit 1.2 Grouping & Sorting Databases and graphing Unit 1.3 Pictograms	Coding and Computational thinking Unit 1.4 Lego Builders Coding and Computational thinking Unit 1.5 Maze Explorers	Art and Design 1.6 Animated Story Books	Coding and Computational thinking Unit 1.7 Coding	Spreadsheets Unit 1.8 Spreadsheets Communication and networks Unit 1.9 Technology outside school
PE	Gymnastics, Dance, Fitness, Yoga, Fundamental skills, team building, Athletics Ball skills, Target games, Invasion games, Net and wall games, striking and fielding games					
Music	Charanga: Hey You! (Old-School Hip Hop) Focus: Singing and Composition Black History Month - cultural changes in music	Charanga: Rhythm In The Way We Walk and The Banana Rap (Reggae and Hip Hop) Focus: Singing (pulse, rhythm and pitch) Christmas Performance -Singing	Charanga: In The Groove (Mixed styles: Blues, Latin, Folk, Funk, Baroque, Bhangra) Focus: Improvisation - percussion Introduce notes C and D	Charanga: Round and Round (Latin American style) Focus: Improvisation -percussion Introduce notes D and E	Charanga: Your Imagination (Pop) Focus: Composition - percussion Revisit notes C, D and E	Classical Music Camille Saint-Saëns The Carnival of the Animals Focus - Graphic scoring and composition of a song.
RE		SACRE A Creation and Thanksgiving	SACRE C I wonder...		SACRE	

Focus religions: Christianity & Sikhism			Questions that puzzle us		Find out about Christian & Sikh holy buildings.	
RSHE	Road Safety Yorkshire scheme Care and Commitment Respect Yourself			Eat Better Respect Yourself Changes Respect Yourself		NSPCC Underwear Rule Choices and Challenges Respect Yourself Expect Respect Friends, Secrets and People who can help us

Year 2 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	Around the world with Paddington		Explorers		The Victorians	
English	<p>Little Wandle Reading Sessions (2 times a week)</p> <p>Text Types:</p> <ul style="list-style-type: none"> • Story with Character focus (Troll Swap by Leigh Hodgkinson) • Non-chronological report (The Owl who was afraid of the dark by Jill Tomlinson) • Poetry (The Owl and the Pussy Cat by Edward Lear) • Instructions (how to make .../recipes) • Story with focus on character description (Paddington by Michael Bond) • Poetry (Paddington by Stewart Green) <p>Spellings, punctuation and grammar</p>		<p>Little Wandle Reading Sessions (2 times a week)</p> <p>Text Types:</p> <ul style="list-style-type: none"> • Story with adventure focus (Dragon Machine by Helen Ward) • Recount of historical events (Major Glad, Major Dizzy by Jan Oke) • Poetry (From a railway carriage by Robert Louis Stevenson) • Poetry (Night Sounds by Berlie Doherty) • Explanation (poster showing parts of a ship) • Letter (from an explorer) <p>Spellings, punctuation and grammar</p>		<p>Little Wandle Reading Sessions (2 times a week)</p> <p>Text Types:</p> <ul style="list-style-type: none"> • Persuasion Letter (The Last Wolf by Mini Grey) • Story with focus on morals and acceptance of others (Grandad's Secret Giant) • Poetry (Fox by Kathy Henderson) • Poetry (The Incredible Book Eating Boy by Oliver Jeffers) • Diary (nurse from the era) • Story with focus on events (Daisy saves the day by Shirley Hughes) <p>Spellings, punctuation and grammar</p>	
Mathematics	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>		<p>Measurement: Money</p> <p>Number: Multiplication and Division</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass, capacity and temperature</p>		<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Position and Direction</p>	

Science	<p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Scientist: John Dunlop</p>	<p><u>Animals including Humans: (offspring/basic needs)</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p><u>Living Things & Habitats</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Scientists: Victorian inventors, e.g., Alexander Graham Bell, William Fox Talbot</p>
	<p><u>Animals including Humans: (exercise/food/hygiene)</u></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		
<p>Working scientifically:</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 			

<p>Geography & History</p>	<p>Around the world with Paddington (Geography)</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents Name and locate the world's five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (a region of Peru).</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom & its countries, as well as countries, continents & oceans studied at KS1. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		<p>Explorers (Geography & History)</p> <p><u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>Geography</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents Name and locate the world's five oceans <p><u>Human and physical geography</u></p> <p>Use basic geographical vocabulary:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, continents and oceans studied at KS1. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Devise a simple map and use and construct basic symbols in a key 		<p>The Victorians (History)</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> Queen Victoria - Significant historical events, people and places in their own locality. 	
<p>Art</p>		<p>Mixed Media, Printing and Painting Rainforests Artist: Henri Rousseau Matt Sewell</p>		<p>Design, Collage and Sculpture Woodlands and woodland animals Artist: Mark Anthony Jacobson Andy Goldsworthy</p>		<p>Drawing and Digital Royal Portraits Artist: a wide variety</p> <p>ACCESS ART Music And Art</p>

		<p>ACCESS ART Explore and draw Drawing, Sketchbooks, Collage Artists: Rosie James, Alice Fox</p>		<p>ACCESS ART Exploring the World Through Mono Print Printmaking (Mono Print), Drawing, Collage Artists: Xgaoc'o X'are, Leonardo Di Vinci</p>		<p>Drawing, Making, Sketchbooks Artists: Kandinsky</p>
DT	<p>Textiles (Animal hand /finger puppet)</p>		<p>Cooking & Nutrition (Preparing fruit and vegetables)</p>		<p>Mechanisms (Wheels and axles)</p>	
Computing	<p>Internet and Email Unit 2.2 Online Safety</p> <p>Spreadsheets Unit 2.3</p>	<p>Coding and Computational thinking Unit 2.1 Coding</p>	<p>Databases and graphing Unit 2.4 Questioning</p>	<p>Internet and Email Unit 2.5 Effective Searching</p>	<p>Art and Design Unit 2.6 Creating Pictures</p>	<p>Music Unit 2.7 Making Music</p> <p>Writing and Presenting Unit 2.8 Presenting Ideas</p>
PE	<p>Gymnastics, Dance, Fitness, Yoga, Fundamental skills, team building, Athletics Ball skills, Target games, Invasion games, Net and wall games, striking and fielding games</p>					
Music	<p>Charanga: Hands, Feet, Heart (South African music and Freedom Songs)</p> <p>Focus: Singing Black History Month - cultural changes in music</p>	<p>Charanga: Ho Ho Ho (Christmas song including a rap style)</p> <p>Focus: Singing (including preparation for the Christmas performance)</p>	<p>Charanga: I Wanna Play in A Band (Rock)</p> <p>Focus: Improvise - percussion</p> <p>Recap C, E and introduce F and G</p>	<p>Charanga: Zootime (Reggae)</p> <p>Focus: Improvise - percussion and Glockenspiel (Use notes C and D)</p>	<p>Charanga: Friendship Song (Pop)</p> <p>Focus: Improvise - percussion and Glockenspiel (Use notes C and D)</p>	<p>Classical Music Swan Lake by Tchaikovsky</p> <p>Focus - Graphic scoring to depict the characters in Swan Lake.</p>

<p>RSHE</p>	<p>Care and Commitment Respect Yourself</p> <p>Eat Better Respect Yourself</p>	<p>Anti-bullying week</p>		<p>NSPCC Underwear Rule</p> <p>Expect Respect Gender, careers and assumptions</p> <p>Choices and Challenges Respect Yourself</p>		<p>Water Safety (Lakes)</p> <p>Changes Yourself</p>
<p>RE</p> <p>Focus religions: - Islam Christianity</p>		<p>SACRE- Unit B</p> <p>Symbols of belonging. Christian & Muslim</p>	<p>SACRE- Unit A</p> <p>Respect for everyone- what does that mean?</p>		<p>SACRE Unit D</p> <p>Beginning to learn from Islam: Muslims and Mosques in Telford</p> <p>Trip - Mosque, King Street</p>	

Year 3 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	'From Stones to Swords'		'From the Nile to the Severn' (Rivers)		Groovy Greece	
English	Fiction: Historical Story (Stone Age Boy) Non-fiction: diary Poetry: Kit Wright	Fiction: Fable-based fantasy Non-fiction: non-chronological report Poetry: Dance With Me	Fiction: Character letter recount Non-fiction: instructions Poetry: Haiku	Fiction: character and setting adaptation of Three Little Pigs Non-fiction: Persuasive leaflet (Blue Whale) Poetry: The Magnificent Bull	Fiction: Adventure story Non-fiction: Diary of a Greek soldier Poetry: The Outing by Michael Rosen	Fiction: fictional letter/diary Non-fiction: persuasive leaflet (Egypt) Poetry: Apes to Zebras
Mathematics	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division		Number: Multiplication & Division Measurement: Money Statistics Measurement: Length & Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass & Capacity	
Science	<u>Rocks</u>		<u>Light: seeing & reflection- sun & shadows</u>		<u>Plants</u>	
	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. 		<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways 		<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants 	

Scientist: Mary Anning

Animals Including Humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Scientist: Marie Curie

to protect their eyes

- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

Forces & Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Using straightforward scientific evidence to answer questions or to support their findings.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes

<p>History</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone Age:</p> <ul style="list-style-type: none"> • What do I want to find out about the Stone Age? • Stone Age food & diet • Middle Stone Age: hunter-gatherers • New stone Age farmers • Cave paintings • Stone Age homes & dwellings • Skara Brae • Stone Age clothing <p>Bronze Age:</p> <ul style="list-style-type: none"> • What was the Bronze Age? • What is bronze? • What changed from the Stone Age? • Bronze Age weapons & tools • Bronze Age clothing • Bronze Age homes <p>Iron Age:</p> <ul style="list-style-type: none"> • What was the Iron Age? • What is iron? • What changed from the Stone Age/ Bronze Age? • Iron Age weapons & tools • Iron Age clothing • Iron Age homes • Hillforts 	<p>Ancient Egypt 2686 BC</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared:</p> <ul style="list-style-type: none"> * Ancient Sumer * The Indus Valley * The Shang Dynasty of Ancient China <p>A depth study of Ancient Egypt (2686 BC)</p> <ul style="list-style-type: none"> • Who were the Ancient Egyptians? • What was life like in Ancient Egypt? • Mummification • Tutankhamun • Egyptian hieroglyphics • Egyptian Gods • The importance of the river Nile • Ancient Egypt Performance/Play 	<p>Ancient Greece 1600 BC</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • When was Ancient Greece? • Everyday life in Athens • Compare Athenian life with the Spartan life • Diary / letter about Spartan life • Gods & Goddesses • What was happening around the world at the time of the Ancient Greeks? • What is the legacy of Ancient Greece?
<p>Geography</p>	<p>SETTLEMENTS (Link-What did early settlers need?)</p> <ul style="list-style-type: none"> • What did early settlers need? • Why did settlements develop in certain locations? • History link: Why did people settle at Skara Brae? • How is land used in settlements today? • How is land used in our settlement? Field study opportunity in the local area. • Creating maps of settlements (using keys and symbols) 	<p>RIVERS (The River Nile and the River Severn)</p> <ul style="list-style-type: none"> • Why was the River Nile so important to the Ancient Egyptians? • How is the River Nile used today? • The features of a river and how it changes through its course • The River Severn • Compare the River Severn to the River Nile 	<p>MODERN GREECE</p> <p>(Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of: a region in a European country)</p> <ul style="list-style-type: none"> • Where is Greece? (Maps of Europe) • Capital city and main cities • What is Greece like? • Physical characteristics (islands, rivers, seas, mountains, lakes, forests) • Environmental regions • Human characteristics (food, culture, jobs etc.) • Types of settlements and land use

					<ul style="list-style-type: none"> Economic activity & trade links (e.g. tourism) The distribution of natural resources including energy, food, minerals and water Compare a region of Greece to Telford/Shropshire
Art	Drawing, Painting and Printing Cave paintings Artist/Architect: Hundertwasser ACCESS ART Gestural Drawing with Charcoal Drawing, Sketchbooks Artists: Laura McKendry, Edgar Degas		Mixed Media and Digital Storytelling pictures inspired by the Egyptians. Muralist: Alaa Awad ACCESS ART Working with Shape and Colour Printmaking (Stencil/Screen Print), Collage Artists: Henri Matisse, Claire Willberg		Sculptures Ancient Greece Architecture Artist: Phidias ACCESS ART Making Animated Drawings Drawing, Animation, Sketchbooks Paper, (Digital media) Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber
DT		Structures (Shell structures) e.g., packaging, CAD		Mechanical systems (Levers and linkages)	Cooking & Nutrition (Healthy & varied diet) e.g., making sandwiches
Computing	Internet and Email Unit 3.2 Online safety Spreadsheets Unit 3.3 Spreadsheets	Coding and Computational thinking Unit 3.1 Coding	Writing and Presenting Unit 3.4 Touch Typing	Internet and Email Unit 3.5 Email (including email safety)	Databases and graphing Unit 3.6 Branching Databases Communication and networks Unit 3.7 Simulations Databases and graphing Unit 3.8 Graphing
PE	Hockey, Tag Rugby, Basketball, Dodgeball, Rounders, Tennis Fundamental skills, Gymnastics, Dance, Fitness, Athletics, Outdoor & adventurous activities				

<p>Music</p>	<p>Charanga:</p> <p>Let your Spirit Fly (R&B, including Motown and Soul)</p> <p>Focus: Singing</p> <p>Black History Month - cultural changes in music</p>	<p>Charanga:</p> <p>Tuned instruments- Glockenspiel Stage 1</p> <p>Focus: Exploring and developing playing skills and musical vocabulary</p>	<p>Charanga:</p> <p>Tuned instruments- Glockenspiel Stage 2</p> <p>Focus: Exploring and developing playing skills - introduce scores and notation</p>	<p>Charanga:</p> <p>Three Little Birds- (Bob Marley - Reggae)</p> <p>Focus: improvisation and composition</p> <p>Year 3 production-singing focus</p>	<p>Charanga:</p> <p>Bringing Us Together- (Disco)</p> <p>Focus: improvisation and composition</p>	<p>Introduction to recorders</p> <p>Focus: Notes BAG</p>
<p>RSHE</p>		<p>Road Safety- Yorkshire scheme</p> <p>Care and Commitment Respect Yourself</p> <p>Anti-bullying week</p>	<p>Fire safety</p>	<p>NSPCC Underwear Rule</p> <p>Expect Respect Resolving conflict and where to get help</p> <p>Choices and Challenges Respect Yourself</p>		<p>Eat Better Respect Yourself</p> <p>Changes Respect Yourself</p>
<p>RE</p> <p>Focus religions: Christianity & Hinduism</p>	<p>SACRE- Unit A</p> <p>Diwali</p>		<p>SACRE- Unit C</p> <p>Leaders and followers in family life</p>		<p>SACRE- Unit D</p> <p>Is life like a journey? (Christian, Muslim & Hindu)</p>	

<p>French</p>	<p>Rigolo 1</p> <p>Unit 1: Greetings</p> <ul style="list-style-type: none"> • Asking & saying your name • Asking & saying how you are • Numbers 1-10 • Saying your age <p>Unit 2: The classroom</p> <ul style="list-style-type: none"> • Name classroom objects • Use un/une • Colours (blue, red, orange, yellow, brown & pink) • Describe objects using colours • Classroom instructions 	<p>Unit 3: My body</p> <ul style="list-style-type: none"> • Name parts of the body • Describe hair, eyes and appearance • Give character descriptions • Days of the week <p>Unit 4: Animals</p> <ul style="list-style-type: none"> • Numbers 1-20 • Name animals and pets • Give someone's name <p>Describe someone (size and colour)</p>	<p>Unit 5: My family</p> <ul style="list-style-type: none"> • Identify family members • Name household items • Use basic prepositions (sur & dans) <p>Unit 6: Happy birthday!</p> <ul style="list-style-type: none"> • Numbers 21-31 • Months of the year • Ask about birthday months/dates
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Year 4 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	Romans and Explosions		Amazing Places		Raiders and Invaders	
English	<p>Gorilla by Anthony Browne</p> <p>Fiction: fantasy story</p> <p>Poetry: Jeannie Baker "Windows"</p> <p>Non-fiction: report</p> <p><i>Class Novel: The One and Only Ivan by Katherine Applegate</i></p>	<p>Escape From Pompeii by Christina Balit</p> <p>Fiction: historical narrative</p> <p>Poetry: Windrush Child</p> <p>Non-fiction: explanation</p> <p><i>Class Novel: Roman Diary by Richard Platt</i></p>	<p>Leon and the place between by Graham Baker-Smith</p> <p>Fictional Recount /diary</p> <p>Non-fiction: persuasive letter</p> <p><i>Class Novel: The Demon Headmaster by Gillian Cross</i></p>	<p>When the Giant stirred by Celia Godkin</p> <p>Fiction: adventure story</p> <p>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green</p> <p>Non fiction: NC report - Information board for a rainforest exhibition</p> <p><i>Class Novel: Journey to the River Sea by Eva Ibbotson</i></p>	<p>Beowulf - Usborne version</p> <p>Fiction - Own myth in style of Beowulf</p> <p>Non-fiction: instructions</p> <p><i>Class Novel: How to train your Dragon by Cressida Cowell</i></p>	<p>Blue John by Berlie Doherty</p> <p>Letters</p> <p>Explanation - about cave formation</p> <p>Poetry: Haiku</p> <p><i>Class Novel: The Girl Who Met an Elephant by Nizrana Farook</i></p>

Mathematics	Place value Addition and subtraction Length and perimeter Multiplication and division	Multiplication and division Area Fractions Decimals	Decimals Money Time Statistics Properties of shapes Position and direction
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Science	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Contemporary Scientist: Kayla Lacovino (volcanoes)</p> <ul style="list-style-type: none"> <u>Animals including Humans: digestion & teeth</u> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Recognise some common conductors and insulators, and associate metals with being good conductors. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <p><u>Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 	<p><u>Living Things & Habitats</u></p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Scientist: Jane Goodall/David Attenborough</p> <p><u>Animals including Humans: food chains</u></p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey.
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Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of

	<p style="text-align: center;">study content:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes
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History & Geography	<p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> *Julius Caesar's attempted invasion 55-54 BC * The Roman Empire by AD 42 * The power of the Roman army * The successful invasion by Claudius and conquest, including Hadrian's Wall * British resistance - Boudica * 'Romanisation' of Britain: the impact of technology, culture and beliefs. * Wroxeter or Chester visit 	<p style="text-align: center;">Amazing Places</p> <p><u>UK focus</u></p> <ul style="list-style-type: none"> Locate & name UK countries & capital cities UK counties and main cities Topographical features of UK: coasts, mountains, hills, rivers etc. Compare geographical regions of the UK: The distribution of natural resources including energy, food, minerals and water <p><u>Marvellous Mountains</u></p> <ul style="list-style-type: none"> Mountain areas around the world What is life like in these regions? Compare mountain areas around the world 	<p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne <p style="text-align: center;">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
	<p style="text-align: center;">Volcanoes and earthquakes</p> <p><u>Physical Geography:</u> describe & understand key aspects of physical geography, including: volcanoes and earthquakes</p> <p><u>Human geography:</u></p> <ul style="list-style-type: none"> -types of settlement and land use, -economic activity including trade links, - the distribution of natural resources including energy, food, minerals and water <ul style="list-style-type: none"> What causes volcanoes? 	<p><u>Map skills:</u></p> <ul style="list-style-type: none"> 8 compass points Four-figure grid references OS maps - keys and symbols 	

	<ul style="list-style-type: none"> How do volcanoes affect people's lives? (Why do people live near volcanoes? What are the dangers and benefits?) Study examples like Mount Vesuvius (Naples) and Mount Etna- Sicily. Romans link- What happened at Pompeii? What causes earthquakes? How do people manage and live with earthquakes? 					
Art	Painting and Mixed Media Art inspired by volcanoes Artist: Nick Rowland Margaret Godfrey ACCESS ART Storytelling Through Drawing Drawing, Sketchbooks Artists: Laura Carlin, Shaun Tan		Drawing, Painting and Digital Landscapes Artist: Johan Christian Dahl David Hockney ACCESS ART Exploring Still Life Painting, Drawing, Collage, Sketchbooks, Relief Artists: Paul Cezanne,		Sculpture and Printing Anglo Saxons artefacts and carvings. Artist: a wide variety. ACCESS ART Festival Feasts Sculpture, Painting, Drawing, Collage, Sketchbooks Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer	
DT		Cooking & Nutrition (Healthy/varied diet)		Electrical Systems (Simple circuits- e.g. Torches)	Textiles (Weaving fabrics - Saxons link)	
Computing	Coding and Computational thinking Unit 4.1 Coding Number	Internet and Email Unit 4.2 Online safety	Spreadsheets Unit 4.3 Spreadsheets	Writing and Presenting Unit 4.4 Writing for different audiences	Coding and Computational thinking Unit 4.5 Logo Art and Design Unit 4.6 Animation	Internet and Email Unit 4.7 Effective Search Communication and networks Unit 4.8 Hardware Investigators

PE	Netball, Football, Golf, handball, Cricket, Tennis, Fundamental skills, Gymnastics Dance, Fitness, Athletics, Outdoor and adventurous activities					
Music	How Does Music Bring Us Together? Tuned instruments - Recorders Focus: Interesting time signature	How Does Music Connect Us with Our Past? Tuned instruments - recorders Focus: combining elements to make music Black History Month	How Does Music Improve Our World? Tuned Instruments- Glockenspiel and recorder Focus: Developing pulse and groove through improvisation.	How Does Music Teach Us About Our Community? Preparing for T&W Recorder Festival Focus - Creating simple melodies together.	How Does Music Shape Our Way of Life? Year 4 School Production. Focus: singing Focus: Connecting notes and feelings	Classical Music Fantasia The Sorcerer's Apprentice by Paul Dukas Focus - Graphic scoring of the three main plot points
RSHE		Care and Commitment Respect Yourself Eat Better Respect Yourself Anti-bullying week		NSPCC Underwear Rule Choices and Challenges Respect Yourself Expect Respect Examining violence, excuses and responsibility		Water Safety- Swimming Changes Respect Yourself
RE Focus religions: Christianity & Islam	SACRE- Unit A What can we learn from visiting sacred places? (Christian & Sikh)		SACRE- Unit B Does a beautiful world mean there is a wonderful God?		SACRE- Unit D Keeping the five pillars of Islam today.	
French	Unit 7: Encore! <ul style="list-style-type: none">Revise colours		Unit 9: Festivals <ul style="list-style-type: none">Talk about festivals and dates		Unit 11: Shopping <ul style="list-style-type: none">Going shopping for food	

- Revise ways of describing people
- Describe people using adjectives
- Describe someone's nationality

Unit 8: Activities

- Name activities
- Talk about activities that you do
- Revise days of the week and explain when you do activities

- Talk about presents at festivals
- Numbers 31-60
- Give and understand instructions

Unit 10: Where are you going?

- Learn about French cities
- Give and understand basic directions
- Talk about the weather
- Talk about the weather in different places in France

- Ask how much something costs
- Give opinions about foods

Unit 12:

- In which countries is French spoken?
 - Which languages do you know?
 - Identify different items of clothing
- Describe items of clothing

Year 5 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	Amazing Americas		Terrific Tudors		Can you dig it?	
English	<p>Fiction - Diary Entries (Queen of the Falls by Chris Van Allsburg)</p> <p>Non Fiction - Non-Chronological Reports (Manchester Ridgeback by Pie Corbett)</p> <p>Poetry - A kid In my Class by Rachel Rooney</p>	<p>Fiction - Traditional Tales (The Lost Happy Endings by Carol Ann Duffy, Hansel and Gretel by Neil Gaiman)</p> <p>Non Fiction - Ship's Log writing based on Kensuke's Kingdom</p> <p>Poetry - Jinnie's Ghost by Berlie Doherty</p>	<p>Fiction - Myth (Arthur and the Golden Rope by Joe Todd-Stanton, Myths of the Norsemen by Roger Lancelyn Green)</p> <p>Non Fiction - Non-Chronological Reports comparing Tudor homes, clothes and food.</p> <p>Poetry - Old Possum's Book of Practical Cats by T.S Eliot and Axel Scheffler.</p>	<p>Fiction - Descriptive Writing (Diver's Daughter by Patrice Lawrence)</p> <p>Non Fiction - Biography (Cosmic by Frank Cottrell Boyce, The Boy who climbed into the moon by David Almond)</p> <p>Poetry - Finding Magic by Eric Finney</p>	<p>Fiction - Innovate a Story (Nyangara the Fire Python)</p> <p>Non Fiction - Persuasive Writing and Information Texts (The Paperbag Prince by Colin Thompson, The Last Wild by Piers Torday)</p> <p>Poetry - Dark Sky Park by Philip Gross</p>	<p>Fiction - Journey Story (The Hunter by Paul Geraghty, The Child's Elephant by Rachel Campbell-Johnson)</p> <p>Non Fiction - Newspaper Report - Amazing discovery in a Priorslee Mine</p> <p>Poetry - Puns and Wordplay (Animals of Africa)</p>
Mathematics	Place Value Addition & Subtraction Statistics	Multiplication & Division Area & Perimeter	Multiplication and Division Fractions	Fractions Decimals and percentages	Decimals Properties of shapes	Position and direction Converting Units Volume
Science	<p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, 		<p style="text-align: center;">Properties & Changes of Materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 		<p style="text-align: center;">Living Things & Habitats & Animals including Humans</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. 	

	<p>including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Scientist: Galileo</p>	<ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Scientist: Patsy Sherman (Scotchgard)</p>	
	<p><u>Earth & Space</u></p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describe the Sun, Earth and Moon as approximately spherical bodies <p>Scientist: Tim Peake/Helen Sharman</p>		
<p><u>Working Scientifically</u></p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments • 			
<p>History</p>	<p>'Amazing Americas' (Geography & History)</p>	<p>The Terrific Tudors (History)</p> <ul style="list-style-type: none"> • An overview of key events during the Tudor period • Monarchs as key individuals • Aspects of everyday life 	<p>'Can You Dig It?' (History & Geography)</p> <p>Heritage Project/Local study-Coal mining in Priorslee</p> <ul style="list-style-type: none"> • What was mined in Priorslee? When? Why?

<p>Geography</p>	<p>Mayans in AD 900 (History) A non-European society that provides contrasts with British history</p> <p>South America- Brazil focus (Geography)</p> <ul style="list-style-type: none"> * Name and locate countries in North and South America, including major cities * Physical features: Seas, rivers, mountains, lakes, forests etc. * Environmental regions (regions of Brazil) * Biomes, climate zones & vegetation belts * Natural resources: water, energy, minerals, & food * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. 		<ul style="list-style-type: none"> • The Age of Exploration 	<ul style="list-style-type: none"> • Focus: 1820-1905. Granville colliery closed in 1979. • How did mines change? • What were conditions like for miners? • Compare maps of Priorslee at different points in the past. What has changed and stayed the same? • Local heritage walk- sites linked to coalmining, <p>Map skills</p> <ul style="list-style-type: none"> - Eight points of a compass - 4 figure grid references and OS maps - 6-figure grid references - Keys and symbols 		
<p>Art</p>	<p>Amazing Americas - Mayan art Painting, Mixed Media and Drawing</p> <p>ACCESS ART Typography and Maps Typography, Drawing, Collage, Sketchbooks Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>		<p>Printing, Digital and Sculpture Portraits Artist: Hans Holbein Kehinde Willey</p> <p>ACCESS ART Fashion Design Fashion, Painting, Collage, Sketchbooks Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>		<p>Drawing and Painting Landscapes using line, form, pattern and tone. Artist: Gene Brown and Paul Shapiro</p> <p>ACCESS ART Architecture : Dream Big or Small? Architecture, Drawing, Sketchbooks Artists: Shoreditch Sketcher, Various Architects</p>	

DT		Cooking and Nutrition (Celebrating culture and seasonality)		Structures (Framed structures) Link to science topic- Properties & Changes of Materials		Mechanical systems (pulleys/gears) Link to Science topic- Forces
Computing	Coding and Computational thinking Unit 5.1 Coding	Internet and Email Unit 5.2 Online safety	Spreadsheets Unit 5.3 Spreadsheets	Databases and graphing Unit 5.4 Databases	Art and Design Unit 5.5 Game Creator	Art and Design Unit 5.6 3D Modelling Writing and Presenting Unit 5.7 Concept Maps
RSHE		Road Safety Yorkshire Care and Commitment Respect Yourself		NSPCC Underwear Rule Expect Respect Secrets and stories Choices and Challenges Respect Yourself		Eat Better Respect Yourself Changes Respect Yourself
RE Focus religions: Christianity, Islam & Humanism	SACRE- Unit A Temptation (Christian & Muslim)		SACRE- Unit B Prayer. Asking questions & seeking answers.		SACRE- Unit C Values. What can be learned from Christians & Humanists?	
PE	<p>Dodgeball, Hockey, Basketball, Tag Rugby, Football, Rounders, Tennis</p> <p>Gymnastics, Dance, Fitness, Athletics, Outdoor & adventurous challenges</p>					
Music	How Does Music Bring Us Together?	How Does Music Connect Us with Our Past?	Whole Class Ensemble Teaching from T&W Music Specialists for 10 weeks: Ukulele (Progressive programme leading to year including performing, composing, listening, musical notation.)		How Does Music Shape Our Way of Life? Focus: Words meaning and expression	Classical Music Music & Image: Graphic Scores and Kandinsky

	Focus: Getting started with music technology.	(Tuned instruments - recorders) Focus: Emotion and musical style			Improvise and create a piece of music a graphic score based on an image by Kandinsky
French	<p>Unit 1 : Salt, Gustave</p> <ul style="list-style-type: none"> • Revise greetings and introducing yourself • Talking about brothers and sisters • Saying what people have and do not have • Saying what people are like <p>Unit 2 : At school</p> <ul style="list-style-type: none"> • Revise days of the week • Name school subjects • Talk about like and dislikes at school • Find out about school in France 	<p>Unit 3: Food and drink</p> <ul style="list-style-type: none"> • Read food items from a menu • Ask politely for food items • Express opinions about food <p>Unit 4: Around town</p> <ul style="list-style-type: none"> • Name places/buildings in towns • Ask the way • Give directions • Say where you are going 	<p>Unit 5: Holidays</p> <ul style="list-style-type: none"> • Ask questions about holidays • Say where you are going on holiday • Express opinions about different holidays • Talk about activities to do on holiday • Talk about holiday plans <p>Unit 6: My house</p> <ul style="list-style-type: none"> • Revise colours • Words for sizes • Name rooms in the house • Describe rooms in the house 		

Year 6 Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	World War I 'Lest we forget'		Europe		World War II & Britain since 1945	
English	Daily reading comprehension lessons Reading (class novels): There's a girl in the boys' bathroom by Louis Sachar. Stay where you are and then leave by John Boyne Text types: <ul style="list-style-type: none"> • Poetry • Describing settings • Writing a short story based on 'Staying Out' • Writing linked to our World War I theme Spellings, punctuation and grammar		Daily reading comprehension lessons Reading (class novel): An Eagle in the Snow by Michael Morpurgo Text types: <ul style="list-style-type: none"> • Persuasive writing • Technical instructions and explanations • Narrative writing- flashback story • Letter of complaint • Playscripts • Poetry Spellings, punctuation and grammar		Daily reading comprehension lessons Reading (class novel): Holes by Louis Sachar Text types <ul style="list-style-type: none"> • Diary writing • Letter writing • Non-chronological reports • Writing linked to World War II topic • Poetry Spellings, punctuation and grammar	
Mathematics	Place Value Addition, Subtraction, Multiplication & Division Fractions Converting measures		Ratio Decimals Percentages Algebra Perimeter, area & volume		Properties of shape Geometry: Position and Direction SATs Consolidation & projects	
Science	<u>Light</u> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 		<u>Animals including Humans</u> (The Human Body- circulatory system) <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. 		<u>Evolution & Inheritance</u> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Scientist: Charles Darwin	

Scientist: Thomas Edison/Joseph Swan

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

Living Things & Habitats- classification

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Scientist: Carl Linnaeus

Working Scientifically

During years 5 and 6, pupils should 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 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

History and Geography	World War I (History)		Europe		World War II & Britain since 1945 (Changes in an aspect in British history that extends pupils' chronological knowledge beyond 1066)	
	<ul style="list-style-type: none"> Events that lead to the outbreak of war Which countries were involved? The role of The British Empire Women and children in WWI What was life like in the trenches? Key individuals (including local links) 		<ul style="list-style-type: none"> Locate and name European countries, capitals and major cities Environmental regions Physical characteristics (rivers, mountains, seas, lakes etc.) Focus on a region of a European country <ul style="list-style-type: none"> Physical & human characteristics types of settlements and land use economic activity and trade links natural resources: energy, food, water & minerals <p>Map skills</p> <ul style="list-style-type: none"> * 8 points of the compass * Using Ordnance survey maps * 6- figure grid references * 8 figure grid references 		<ul style="list-style-type: none"> *Why did war break out? *Which countries were involved? * Timeline of key events * Children during WWII and evacuation * The home front (rationing, blackouts, air-raid shelters etc.) * The Blitz <p>Post-war Britain</p> <ul style="list-style-type: none"> * Post-war migration to the UK: 1948 British Nationality Act * Changes in popular culture, technology and everyday life 	
Computing	Internet and Email Unit 6.2 Online safety	Coding and Computational thinking Unit 6.1 Coding	Writing and Presenting Unit 6.4 Blogging	Coding and Computational thinking Unit 6.5 Text Adventures	Communication and networks Unit 6.6 Networks	Writing and Presenting Unit 6.7 Quizzing
Art	Drawing, Mixed Media and Painting WW1 Artist: Paul Nash Perspective ACCESS ART 2D Drawing to 3D Making Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Artists: Lubaina Himid, Claire Harrup		Drawing, Painting and Printing European artists Artist: famous French artists- Monet, Seurat, Noir Dutch- M C Escher ACCESS ART Exploring Identity Collage, Drawing, Sketchbooks Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett		Sculpture, Mixed Media, Digital Artist: Famous British Artists Barbara Hepworth, Henry Moore and Damian Hirst Peter Blake- Beatles Album Cover collage for leavers Banksy ACCESS ART Take A Seat Design, Making, Drawing, Sketchbooks Artists: Yinka Ilori	

DT		Cooking and Nutrition (Celebrating culture and seasonality)		Textiles (Combining different fabric shapes)		Electrical control
RE Focus religions: Christianity Hinduism & Sikhism	SACRE- Unit B Words of wisdom from Sikhs, Muslims and Christians.		SACRE- Unit C Expressing spiritual ideas and beliefs about God through the arts. (Hinduism & Christianity)		SACRE- Unit D What will make our community more respectful? (Hinduism & Christianity)	
RSHE		Democracy and Government Say No to Bullying (SEAL) Anti-bullying week		NSPCC Underwear Rule Me and my Place in the world Expect Respect		Water Safety- RNLI Expect Respect - My Online Identity Respect Yourself Transition Programme
PE	Netball, Handball, Football, Golf, Tennis, Cricket Gymnastics, Dance, Athletics, Fitness, Swimming and outdoor & adventurous activities					
Music	Whole Class Ensemble Teaching from T&W Music Specialists for 10 weeks: Ukulele (Progressive programme from Year 5, including performing, composing, listening, musical notation.) Supplementary: Songs from World War I	Unit 2: How does Music connect us with our past? Focus: Structure and form (Tuned instruments - Glockenspiel or recorders)	Unit 3: How Does Music Improve Our World? Focus: Gaining confidence through performance (Tuned instruments - Glockenspiel or recorders)	Unit 4: How Does Music Teach Us About Our Community? Focus: Exploring notation further (Tuned instruments - Glockenspiel or recorders)	Unit 6: How Does Music Connect Us With the Environment? Focus: Respecting each other through composition. (Tuned instruments - Glockenspiel or recorders)	
French	Unit 1 : Salt, Gustave <ul style="list-style-type: none"> Revise greetings and introducing yourself Talking about brothers and sisters Saying what people have and do not have 	Unit 3: Food and drink <ul style="list-style-type: none"> Read food items from a menu Ask politely for food items Express opinions about food 		Unit 5: Holidays <ul style="list-style-type: none"> Ask questions about holidays Say where you are going on holiday 		

- Saying what people are like

Unit 2 : At school

- Revise days of the week
- Name school subjects
- Talk about like and dislikes at school
- Find out about school in France

Unit 4: Around town

- Name places/buildings in towns
- Ask the way
- Give directions
- Say where you are going

- Express opinions about different holidays
- Talk about activities to do on holiday
- Talk about holiday plans

Unit 6: My house

- Revise colours
- Words for sizes
- Name rooms in the house
- Describe rooms in the house