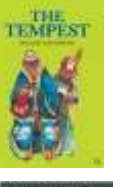
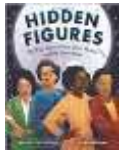
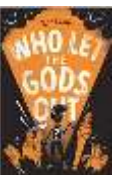
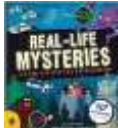


SNITTERFIELD PRIMARY SCHOOL

LONG TERM CURRICULUM PLAN UPPER KEY STAGE 2

	CYCLE A			CYCLE B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ENGLISH Writing Root	 <i>Here we are</i> Oliver Jeffers (whole school writing root)	 <i>Grimm Tales for Young and Old</i> Phillip Pullman Own version	 <i>The Odyssey</i> Gillian Cross Epic Tales	 <i>The Journey</i> Aaron Becker (whole school writing root)	 <i>The Three Little Pigs Project</i> The Guardian Discussion texts	 <i>The Tempest</i> William Shakespeare Playscripts
	 <i>Can We Save the Tiger?</i> Martin Jenkins Discussion texts	traditional tales <i>The Man Who Walked Between the Towers</i> Mordicai Gerstein	<i>Freedom Bird</i> Jerdine Nolen Biography	 <i>Rain Player</i> David Wisniewski Analytical Essay	 <i>The Island</i> Armin Greder Sequel	 <i>Beowulf</i> Michael Morpurgo Own version legend
	 <i>The Hidden Forest</i> Jeannie Baker Balanced discussions	 <i>Suffragette: The Battle for Equality</i> David Roberts Persuasive campaign	<i>Romeo and Juliet</i> William Shakespeare Playscripts	 <i>Hidden Figures</i> Margot Lee Shetterly Memoirs	 <i>The Last Bear</i> Hannah Gold Newspaper	 <i>Some Places More Than Others</i> Renee Watson Transition project
	 <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave			 <i>Curiosity</i> Markus Motum Expanded explanations		
	 <i>Polar Express</i> Chris Van Allsburg (whole school project)			 <i>The Snowman</i> Raymond Briggs (whole school project)		

ENGLISH Reading Literary Leaf Texts	 <i>On the Move: Poems about Migration</i> Michael Rosen <i>The Tiger Rising</i> Kate DiCamillo 	 <i>Poems from the Second World War</i> Gaby Morgan Beginners Louie Stowell Beginners 	 <i>Who Let the Gods Out</i> Maz Evans <i>Black and British: A short, essential history</i> David Olusoga 	 <i>Hidden Figures</i> Young Readers' Edition Margot Lee Shetterly Poetry for Young People: Langston Hughes Benny Andrews 	 <i>The Good Thieves</i> Katherine Rundell <i>Darwin's Voyage of Discovery</i> Jake Williams 	 <i>Poetry for Kids: William Shakespeare</i> illustrated edition William Shakespeare <i>Real-life Mysteries</i> Susan Martineau and Vicky Barker 
MATHEMATIC S White Rose	Number: Place Value Number: Addition & Subtraction Number: Multiplication & division Number: Fractions Geometry: Position & Direction (topic)	Number: Multiplication & division (cont...) Number: Fractions Number: Decimals Measurement: Area, Perimeter & Volume Number: Fractions, Decimals & Percentages	Ratio Algebra Geometry: shape Geometry: Position & direction Statistics Measurement: Converting Units	Number: Place Value Number: Addition & Subtraction Number: Multiplication & division Number: Fractions Geometry: Position & Direction (topic)	Number: Multiplication & division (cont...) Number: Fractions Number: Decimals Measurement: Area, Perimeter & Volume Number: Fractions, Decimals & Percentages	Ratio Algebra Geometry: shape Geometry: Position & direction Statistics Measurement: Converting Units
SCIENCE	Biology: Animals including humans (Y5 5wks.) <i>Pupils should be taught to describe the differences in life cycles of a mammal. They should describe the changes as humans age</i> Biology: Life Cycles (Y5 3 wks.) <i>Pupils should be taught to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</i> Biology: Reproduction A & B (Y5 spread across 5wks.) <i>They should describe the life process of</i>	Physics: Electricity (Y6 5 wks.) <i>Pupils should be taught to link the brightness of a lamp/volume of a buzzer with the number and voltage of cells in a circuit. They should compare and give reasons for variations in how components function. They should use recognised symbols in circuit diagrams.</i> Physics: Light (Y6 5wks.) <i>Pupils should be taught to recognise that light travels in straight lines that objects are seen because they give out or reflect light into the eye; that we see things because light travels from</i>	Sustainability: Renewable energy (Y6 1 wk) <i>Working Scientifically</i> Physics: Forces (Y5 5wks.) <i>Pupils should be taught to explain that unsupported objects fall towards the Earth because of gravity between the Earth and the falling object. They should identify air resistance/water resistance and friction. They should recognise that some mechanisms (levers, pulleys, gears) are a way of increasing forces.</i> Sustainability: Light Pollution (Y6 1 wk) <i>Working Scientifically</i>	Chemistry: Properties of materials (Y5 4wks.) <i>Pupils should be taught to compare and group materials based on their properties</i> Chemistry: Reversible and irreversible changes (Y5 4wks.) <i>Pupils should know that some materials dissolve; know about solids, liquids and gases and separation; know about reversible and irreversible changes</i> Physics: Earth & Space (Y5 5 wks.) <i>Pupils should be taught to describe the movement of the earth relative to the</i>	Biology: Variation (Y6 2 wks.) <i>Pupils should be taught that living things produce offspring which vary and are not identical to their parents</i> Biology: Adaptations (Y6 4wks.) <i>Pupils should be taught that animals and plants are adapted to suit their environment and that adaptation may lead to evolution</i> Biology: Fossils (Y6 2 wks.) <i>Pupils should be taught that living things have changed over time and that fossils provide info about living things millions of years ago.</i>	Biology: Living things and their habitats (Y6 6 wks.) <i>Pupils should be taught to 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.</i> Biology: Animals including humans (Y6 3 wks.) <i>Pupils should be taught to identify and name the parts of the circulatory system, and describe functions of the heart, blood vessels and blood.</i>

	reproduction in some plants and animals.	a light source into our eyes and that shadows have the same shapes as the objects that cast them. Light, colour, reflection, refraction, diffusion etc.		sun; describe the movement of the moon relative to the sun; describe the sun, earth and moon as spherical bodies; know that rotation explains day and night.		Biology: Drugs, Diet & Lifestyle (Y6 3 wks.) They should recognise the impact of diet/exercise/drugs and lifestyle on their bodies.
Computing Purple Mash	Quizzing - Evaluating the features of a good quiz - Choosing appropriate question types - Making use of feedback and titles - Testing and editing quizzes Game Creator - Exploring the features of a good game - Designing and making sprites in the game world - Evaluating the playability of games Graphing - Creating a range of graph types - Incorporating multiple datasets - Using graphs to solve a problem - Exporting and importing files	Spreadsheets - Performing calculations - Entering and using formulae - Presenting data - Solving real life problems Coding - Coding efficiently by refining code - Simulating a physical system - Exploring decomposition and abstraction - Using functions and variables	Word Processing - Creating documents - Using images - Entering and editing text - Using tables and templates 3D Modelling - Working with viewpoints of 3D objects - Adding and editing points on a model - Designing for a purpose	Networks - Identifying examples of networks - Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks Databases - Understanding records and fields - Creating a collaborative database - Searching databases - Analysing data Blogging - Planning the theme, content and structure - Writing, editing and publishing a blog post - Understanding blog moderation - Reviewing and commenting on blog posts	Concept maps - Creating concept maps - Presenting from a concept map - Making collaborative concept maps Coding - Using functions - Understanding flowcharts and control simulations - Coding for user input	Introduction to Python - Comparing block and text code views - Coding for text output - Working with different data types - Coding repetition in Python Spreadsheets - Using formulae - Exploring measurement conversions - Carrying out numerical investigations - Creating computational models Data Detectives - Filtering and sorting data - Grouping data - Linking tables
HISTORY Key Stage History	Keeping Healthy  Key Stage History	Beyond Face Value  Key Stage History	Ancient Greece  Key Stage History	The Maya  Key Stage History	Crime & Punishment  Key Stage History	Shakespeare's Legacy  A local history study

	<i>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066</i>	<i>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066</i>	<i>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</i>	<i>A non-European society that contrasts to British history</i>	<i>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066</i>	<i>(Includes aspects of Geography PoS - Use fieldwork to observe, measure, record and present the human and physical features in the local area).</i>
GEOGRAPHY	A region within North America – California  <i>Locate the world's countries, using maps to focus on North America. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, earthquakes and volcanoes) and human characteristics (types of settlement and land use and economic activity, trade links), countries and major cities.</i>	Using GIS (geographical information systems)  <i>Pupils can competently collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</i>	A region in a European country – Greece  <i>Locate the world's countries, using maps to focus on Europe. Understand the geographical similarities and differences concentrating on its environmental regions, key physical (climate zones, rivers) and human characteristics (types of settlement and land use, economic activity and trade links), countries and major cities.</i>	Globally significant places  <i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i>	A region of the United Kingdom – South Wales  <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including climate zones, rivers and mountains and human geography including types of settlement and land-use and economic activity understand how some of these aspects have changed over time. use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i>	Geography Skills and Fieldwork  <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure record and present the human and physical features in the local area. Range of methods, including sketch maps, plans and graphs, and digital technologies.</i>

ART and Design Kapow	Sculpture and 3D: <i>Interactive Installation (Y5)</i> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Drawing: <i>Depth, emotion and movement (Y5)</i> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Painting and mixed media: <i>Portraits (Y5)</i> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Drawing: <i>Expressing Ideas (Y6)</i> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.	Craft and design: <i>Photo opportunity (Y6)</i> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.	Sculpture and 3D: <i>Making memories (Y6)</i> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
DESIGN TECHNOLOGY Kapow	Food: <i>Developing a recipe (Y5)</i> To know that beef comes from cows reared on farms. To know that recipes can be adapted to suit nutritional needs and dietary requirements. To know that nutritional information is found on food packaging. To know that coloured chopping boards can prevent cross-contamination. To know that food packaging serves many purposes.	Electrical systems: <i>Doodlers (Y5)</i> To know that series circuits only have one direction for the electricity to flow. To know when there is a break in a series circuit, all components turn off. To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. To know a motorised product is one which uses a motor to function.	Textiles: <i>Bags (Y6)</i> To understand that it is important to design clothing with the client/target customer in mind. To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. To understand the importance of consistently sized stitches.	Digital world: <i>Navigating the world (Y6)</i> To know that accelerometers can detect movement. To understand that sensors can be useful in products as they mean the product can function without human input	Structures: <i>Playground (Y6)</i> To know that structures can be strengthened by manipulating materials and shapes.	Mechanical systems: <i>Gears and pulleys (Y5)</i> That mechanical systems that use gears in everyday objects (eg bicycle, clock). That gears and pulleys allow us to transfer movement and force from one part of a mechanical system to another. That gears allow us to increase the output of a mechanism.
MUSIC Kapow	Film Music (Y6) <i>Pupils should be taught to:</i> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Musical Theatre (Y5) <i>Pupils should be taught to:</i> Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		Looping and remixing (Y5) <i>Pupils should be taught to:</i> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn	Dynamics, pitch and texture (Y6) Theme: Fingal's Cave by Mendelssohn <i>Pupils should be taught to:</i> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn	South and West Africa (Y5) <i>Pupils should be taught to:</i> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and

	Composition and notation (Y5) Theme: Ancient Egypt Pupils should be taught to: Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Theme and variations (Y6) Theme: Pop Art Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		from different traditions and from great composers and musicians. Blues (Y5) Pupils should be taught to: Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	from different traditions and from great composers and musicians. Composition to represent the Festival of Colour (Y5) Theme: Holi Festival Pupils should be taught to: Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	musicians. Pupils should be taught to: Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Composing and performing a leavers' song (Y6) Pupils should be taught to: Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music.
PSHE Kapow	Y5/6 Connecting with others: Why are healthy relationships important? Pupils will be taught about: - Diversity in family structures - Family support - Healthy friendships - Friendship challenges - Understanding boundaries - Respectful conflict - Self-respect and self-esteem - Valuing diversity - Relationship support	Y5/6 Citizenship: How can we be in control of our money? Pupils should be taught about: Awaiting information from Kapow Y5/6 Connecting with others: What does it mean to stand up for myself and others? Pupils should be taught about: - Diversity in family structures - Friendship challenges - Respecting each other - Understanding boundaries	Y5/6 The online world: How do I feel about the things I see online? Pupils should be taught about: - Being online - Online relationships - Risks and Harms - Responsible and safe use - Reporting online Y5/6 Staying safe: How can I stay safe as I grow up? Pupils should be taught about - Recognising unsafe personal situations	Y5/6 My healthy self: How can I support my mind and body as I grow? Pupils will be taught about: - Recognising and talking about emotions - Support with mental wellbeing - Being active - Healthy diet Taking Care Project Keeping ourselves safe Y5/6 Citizenship: How can we make a difference in our communities and beyond? Pupils will be taught about:	Y5/6 Growing up: How can I manage the changes to my body and emotions as I grow up? Pupils will be taught about: - Growing bodies - Emotional changes - The menstrual cycle Y5/6 My healthy self: How do my choices today shape my future health? Pupils will be taught about: - Recognising and talking about emotions - Self-care - Bullying and mental health	Y5/6 Citizenship: How can we protect everyone's rights? Pupils should be taught about: Awaiting information from Kapow

	Taking Care Project Keeping ourselves safe Y5/6 The online world: How am I influenced by what I see online? Pupils should be taught about: • Being online • Online relationships • Risks and Harms • Responsible and safe use • Reporting online • Evaluating information	• Respectful conflict • Self-respect and self-esteem • Valuing diversity • Bullying • Relationship support (repeated in Staying safe)	• Relationship support (repeated in Connecting with others) • Road and rail safety • Water safety • Hazards at home and away • Calling the emergency services (developed further in Health protection and First aid units) • Drugs, alcohol, tobacco and vaping	• Developing confidence and responsibility and making the most of their abilities • Preparing to play an active role as citizens	• Being active • Dental health • Healthy diet	
RE Warwickshire Agreed Syllabus	U2.1 Who is Jesus? x 8 Belonging and Believing U2.2 Why might ancient stories still be so important for religion and worldviews today? x 10 Wisdom and Guidance	Cont: U2.2 Why might ancient stories still be so important for religion and worldviews today? x 10 Wisdom and Guidance U2.3 Do religions change or do they stay the same? x 8 Changes	U2.4 What might it mean to 'live well'? x 8 Living Well	U2.5 How do beliefs and ideas about land shape the way human beings live? x 8 Grand Narratives	U2.6 How might your worldview impact on the way you understand death and beyond? x 8 Personal Responsibility	U2.7 What is truth and where might it be found? x 8 Authority and Power
Disciplinary Lenses	Theology, Human and Social Science	Theology, Human and Social Science, Philosophy	Theology, Human and Social Science, History	Theology, Philosophy, Human and Social Science	Theology, Philosophy, Human and Social Science, History	Philosophy, Human and Social Science Theology, Philosophy, Human and Social Science
Worldviews Studied	Christian, Jewish, Muslim, Non-Religion	Christian, Muslim, Jewish, Sanatan Dharma (Hindu), Non-Religious worldviews	Non-Religious, Christian, Hindu, Muslim, Buddhist, Sikh worldviews	Christian, Humanist, Sikh, Hindu, Muslim, Non-Religious worldviews	Abrahamic (Christian, Muslim, Jewish), Indic (Sikh & Sanatan Dharma - Hindu), Non-Religious, Humanist worldviews	Abrahamic (Jewish, Christian, Muslim), Dharmic (Hindu, Buddhist, Sikh), Zoroastrian, Non-Religious, Humanist, Pagan worldviews Non-Religious, Humanist, Christian, Hindu, Islamic worldviews
French Kapow	French transport Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express	French music celebrations Listen attentively to spoken language and show understanding by joining in and responding.	Visiting a town in France Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Portraits – describing in French Listen attentively to spoken language and show understanding by joining in and responding.	Clothes – getting dressed in France Listen attentively to spoken language and show understanding by joining in and responding.	Exploring the French Speaking World Listen attentively to spoken language and show understanding by joining in and responding.

	opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures. Language production Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. In my French House Listen attentively to spoken language and show understanding by joining in and responding. Language comprehension Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Language production Develop accurate pronunciation and intonation so that others understand when they are	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. French verbs in a week Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. French sport and the Olympics Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Language production Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Meet my French Family Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Language production Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build French Weather Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing. Planning a French holiday Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build
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	reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.	verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	sentences; and how these differ from or are similar to English	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing.	sentences; and how these differ from or are similar to English.
PE PE Planning (delivered by school staff)	Handball Gymnastics 1	Dance Gymnastics 2	Dodgeball Orienteering	Hockey Gymnastics 1	Dance Orienteering	Rounders Athletics
Delivered by APEX Advance	Football Fitness	Netball Tennis	Athletics Rounders	Tag rugby Fitness	Badminton Gymnastics 2	Basketball Cricket