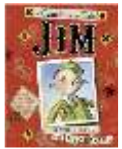
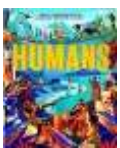
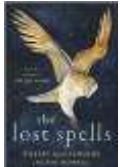
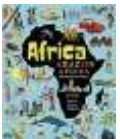
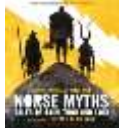


SNITTERFIELD PRIMARY SCHOOL
LONG TERM CURRICULUM PLAN LOWER KEY STAGE 2
2026-27 & 2027-28

	CYCLE A			CYCLE B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ENGLISH Writing Root	 <i>Here we are</i> Oliver Jeffers <i>(whole school writing root)</i> <i>Escape from Pompeii</i> Christina Balit Newspaper reports	 <i>The Story of Tutankhamun</i> Patricia Cleveland-Peck Non-chronological reports	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc Narrative poems	 <i>The Journey</i> Aaron Becker <i>(whole school writing root)</i>	 <i>Weslandia</i> Paul Fleischman Imagined land narratives	 <i>Odd and the Frost Giants</i> Neil Gaiman Retellings – alternative perspective
	 <i>Small in the City</i> Sydney Smith Extended narrative from an alternative point of view	 <i>Cinderella of the Nile</i> Beverly Naidoo Own version narrative	 <i>Tar Beach</i> Faith Ringgold Narrative retelling as a playscript	 <i>The First Drawing</i> Mordicai Gerstein Own historical narrative	 <i>The Tin Forest</i> Helen Ward Persuasive information leaflets	 <i>Flotsam</i> David Wiesner Sequels (mystery narratives)
	 <i>Frindleswylde</i> Natalia & Lauren O'Hara Narrative Sequels	 <i>Varmints</i> Helen Ward Explanations	 <i>Our Tower</i> Joseph Coelho Expanded fantasy narrative	 <i>The Tear Thief</i> Carol Ann Duffy Letters of explanation	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo Own version myths/legends	 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham Non-chronological report
	 <i>The Ever-Changing Earth</i> Grahame Baker-Smith Narrative sequel	 <i>Until I Met Dudley</i> Roger McGough and Chris Riddell Formal and informal explanation texts	 <i>The Barnabus Project</i> The Fan Brothers Brochure		 <i>Jabberwocky</i> Lewis Carroll Nonsense poems	 <i>The Mermaid of Zennor</i> Charles Causley Own version legends
	 <i>Polar Express</i> Chris Van Allsburg <i>(whole school project)</i>					
ENGLISH Reading Literary Leaf Texts	 <i>Earth Shattering Events</i> Robin Jacobs	 <i>The Humans: Ancient civilisations</i> Jonny Marx	 <i>Skygazing</i> Anna Claybourne and Kerry Hyndman	 <i>The Lost Spells</i> Robert MacFarlane	 <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Viking Voyagers</i> Jack Tite

	 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 I am the seed that grew into the tree	 <i>New and Collected Poems for Children</i> from Carol Anne Duffy	 <i>Africa, Amazing Africa</i> Atinuke	 <i>Poems from a Green and Blue Planet</i> Sabrina Mahfouz	 <i>Norse Myths</i> Kevin Crossley-Holland
MATHEMATICS White Rose	Number: <i>Place Value</i> Number: <i>Addition & Subtraction</i> Number: <i>Multiplication & Division</i> Measurement: <i>Area</i>	Number: <i>Multiplication & Division</i> Measurement: <i>Length & Perimeter</i> Number: <i>Fractions (A&B)</i> Measurement: <i>Mass and Capacity</i>	Measurement: <i>Time</i> Number: <i>Decimals</i> Measurement: <i>Money</i> Geometry: <i>Shape</i> Geometry: <i>Position & Direction</i> Statistics	Number: <i>Place Value</i> Number: <i>Addition & Subtraction</i> Number: <i>Multiplication & Division</i> Measurement: <i>Area</i>	Number: <i>Multiplication & Division</i> Measurement: <i>Length & Perimeter</i> Number: <i>Fractions (A&B)</i> Measurement: <i>Mass and Capacity</i>	Measurement: <i>Time</i> Number: <i>Decimals</i> Measurement: <i>Money</i> Geometry: <i>Shape</i> Geometry: <i>Position & Direction</i> Statistics
SCIENCE	Biology: Skeletons and movement (Y3 4wks.) <i>Pupils should identify that animals need the correct nutrition. They should identify that humans have skeletons and muscles for support, protection and movement.</i> Biology: Nutrition and Diet (Y3 3wks.) <i>Pupils should identify that animals need the correct nutrition and that they cannot make their own food; they get nutrition from what they eat.</i> Sustainability: Food Waste (Y3 1 wk) <i>Working Scientifically</i> Physics: Sound (Y4 5wks.) <i>Pupils should be taught to identify how sounds are made and recognise that sounds travels through a medium to the ear. They should find patterns in the pitch and volume of sounds.</i>	Chemistry: Rocks (Y3 3wks.) <i>Pupils should be taught to compare and group rocks on the basis of their appearance and physical properties. They should describe how fossils are formed. They should recognise that soils is made from rocks and organic matter.</i> Chemistry: Fossils (Y3 2wks.) <i>Pupils should be taught to describe in simple terms how fossils are formed when things that have lived are trapped within rock.</i> Chemistry: Soils (Y3 3wks.) <i>Pupils should be taught to recognise that soils are made from rocks and organic matter.</i>	Biology: Plants A & B (Y3 across 7wks.) <i>Pupils should be taught to identify the different parts and functions of a flowering plant. They should explore what plants need to survive and investigate how water is transported in plants and the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i> Physics: Electricity (Y4 4 wks.) <i>Pupils should be taught to identify electrical appliances. They should construct a series circuit, naming its parts. They should be able to identify a complete circuit; the purpose of a switch and identify common conductors and insulators.</i> Sustainability: Energy (Y4 1 wk) <i>Working Scientifically</i>	Biology: Group and Classify (Y4 3 wks.) <i>Pupils should be taught to recognise that living things can be grouped in different ways. They should use keys to group, identify and name a variety of living things.</i> Biology: Data Collection A (Y4 1 wk) <i>Working Scientifically</i> Biology: Habitats (Y4 2wks.) <i>Pupils should recognise that environments can change and this poses dangers to living things.</i> Biology: Data Collection B & C (Y4 3 wks) <i>Working Scientifically</i> Sustainability: Deforestation (Y4 1wk) and Biodiversity (Y3 1 wk) <i>Working Scientifically</i>	Physics Forces & Magnets (Y3 across 4 wks.) <i>Pupils should be taught to compare how things move on different surfaces and notice things about different forces. They should learn about magnetic forces; including having poles and whether they attract or repel certain materials.</i> Biology: The Digestive System (Y4 5 wks.) <i>Pupils should describe the functions of the parts of the human digestive system. They should identify the different types of teeth and their functions.</i> Biology: Food Chains (Y4 2 wks.) <i>Pupils should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey.</i>	Chemistry: States of Matter (Y4 7wks.) <i>Pupils should be taught to group materials together as to whether they are solids, liquids or gases. They should learn that some materials change state when heated or cooled. They should explore evaporation and condensation in the water cycle.</i> Physics: Light (Y3 6 wks.) <i>Pupils should be taught to recognise that they need light to see things and that darkness is the absence of light. They should notice that some surfaces reflect light, that shadows are formed when light is blocked and that shadows change size. They should know how to protect their eyes from the sun.</i>
COMPUTING Purple Mash	Email Composing and replying to emails	Effective Searching - Using a search engine - Search rankings - Reliable searching	Presentations - Adding media - customising with animation and timings	Animation Knowing the types of animation	Sound Stories - Recording audio content - Creating sound effects	Composing Beats Exploring pulse, rhythm and tempo

	- Opening and sending attachments - Using email safely Unpacking Hardware and Software - Defining types of technology - Knowing how systems work together - Identifying hardware - Understanding software Route Planners - Writing commands using rotation - Creating algorithms and writing code - Planning routes - Repetition in 2Go	- Search algorithms Coding - Using flowcharts in 2Chart - Using timers - Introducing repetition - Testing and debugging	- Designing an effective presentation Spreadsheets - Creating graphs - Understanding cell addresses - Using the formula bar - Combining 2Calculate functions to analyse data	- Understanding onion skinning - Exploring animation features - Using storyboarding Logo - Using Logo commands - Writing commands in a sequence - Refining code using repetition procedures Branching Databases - Asking binary questions - completing branching databases in 2Question - Creating and testing branching databases	- Post-production editing Coding - Introducing selection - Exploring design properties - Introducing loops - Coding number variables	- Understanding pitch and texture - Composing a melody Touch Typing - Recognising keyboard locations - Understanding correct finger positioning - Improving accuracy and speed Introduction to AI - Exploring how AI works - Investigating the positive and negative impacts of AI - Considering AI in the future
HISTORY Key Stage History	The Romans  <i>The Roman Empire and its impact on Britain</i>	Ancient Egypt  <i>The achievements of the earliest civilizations</i>	Snitterfield through the Ages  <i>A local history study unit</i>	The Stone Age  <i>Changes in Britain from the Stone Age to the Iron Age</i>	Anglo Saxons  <i>Britain's settlement by Anglo-Saxons and Scots</i>	Invaders! Vikings  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>
GEOGRAPHY	A region of a European country – Naples and Campania 	Egypt – a contrasting area in Northern Africa 	The Local Area – Stratford upon Avon  <i>Describe and understand key aspects of human geography including types of settlement</i>	A region within South America – Amazon Basin <i>Describe and understand key aspects of physical geography including climate zones, biomes and</i> 	Region of the United Kingdom – East Anglia 	Global Citizen  <i>Develop contextual knowledge of the location of globally significant places – both</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, earthquakes and volcanoes) and human characteristics (types of settlement and land use and economic activity), countries and major cities.	Locate the world's countries using maps. 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), countries and major cities.	and land use and economic activity. Use fieldwork to observe, measure, record and present the human and physical features in the local area. 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.	vegetation belt, rivers and the water cycle.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including climate zones 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.	terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
ART Kapow	Developing Drawing skills (Y3) Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	Craft and design: Ancient Egyptian scrolls (Y3) Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Painting and Mixed Media: Light and Dark (Y4) Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Craft and design: Fabric of nature (Y4) Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Sculpture and 3D: Abstract shape and space (Y3) Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Drawing: Exploring tone texture and proportion (Y4) Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

DESIGN TECHNOLOGY Kapow	Digital World: Wearable technology(Y3) <i>To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. To know that a micro:bit is a pocket-sized, codeable computer. To know that a simulator is able to replicate the functions of an existing piece of technology.</i>	Structures: Product Packaging (Y3) <i>Beginning to understand how different structures are built. Strengthening structures by ribbing. Constructing a range of 3D shapes.</i>	Electrical Systems: Torches (Y4) <i>To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.</i>	Cooking and Nutrition: Eating seasonally (Y3) <i>To know that seasonal means foods that grow in a given season in a given country. To know some seasonal foods that grow in the UK and what season they grow in. To know that eating seasonal foods can have a positive impact on the environment. To know how to describe the flavour and texture of foods. To know how to cut a peel safely. To know that the appearance of food is as important as taste. To know that similar coloured fruits and vegetables often have similar nutritional benefits.</i>	Mechanical Systems: Mechanical Cars (Y4) <i>To understand that a mechanical system can allow us to move something more easily. To know that mechanical systems have more than one mechanism that moves to make them work. To know that mechanical systems are often hidden in products to make them look more appealing.</i>	Structures: Helmets (Y4) <i>Strengthening structures by layering materials (lamination). Strengthening structures by ribbing. To know how some different structures are built. To know that structures can be strengthened by manipulating materials and shapes. To know a shell structure is a hollow shape with a thin outer layer.</i>
MUSIC Kapow	Adapting and transposing motifs (Y4) Theme: Romans <i>Pupils should be taught to: Use and understand staff and other musical notations.</i> Instrumental unit 1: South Africa <i>Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> Christmas music	Instrumental unit 2: Caribbean <i>Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> Jazz (Y3) <i>Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	Rock and Roll (Y4) <i>Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> Haiku, music and performance (Y4) Theme: Hanami Festival <i>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.</i>	Body and tuned percussion (Y4) Theme: Rainforests <i>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</i> Creating a composition in response to an animation (Y3) Theme: Mountains <i>Pupils should be taught to: Develop an understanding of musical composition, organising and</i>	Ballads (Y3) <i>Pupils should be taught to: Sing and play musically with increasing confidence and control.</i> Changes in pitch, tempo and dynamics (Y4) Theme: Rivers <i>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.</i>	Developing singing technique (Y3) Theme: Vikings <i>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.</i> Samba and carnival sounds and instruments (Y4) Theme: South America <i>Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>

				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. Christmas music		
PSHE Kapow	Y3/4 Connecting with others: what helps us feel safe and included? <i>Pupils should be taught about:</i> - The role of the family - Healthy friendships - Friendship challenges - Understanding boundaries - Respectful Conflict - Self-respect and self-esteem - Valuing diversity - Bullying Taking Care Project Keeping safe Y3/4 The Online world: How should we communicate online? <i>Pupils should be taught about:</i> - Being online - Online relationships - Risks and harms - reporting online	Y3/4 Citizenship: what careers do people choose and why? <i>Pupils should be taught about: Awaiting information from Kapow</i> Y3 /4 Staying safe: What signs help me recognise what is safe or unsafe? <i>Pupils should be taught about:</i> - Recognising unsafe personal situations - Relationship support - Road and rail safety - Water safety - Hazards at home and away - Calling the emergency services - Drugs, alcohol, tobacco and vaping	Y3/4 Connecting with others: How can we respect each other? <i>Pupils should be taught about:</i> - Healthy friendships - Friendship challenges - Respecting each other - Understanding boundaries - Respectful Conflict - Self-respect and self-esteem - Valuing diversity - Bullying Y3/ 4 The online world: How can we decide what to trust online? <i>Pupils should be taught about:</i> - Being online - Risks and harms - Responsible and safe use - Reporting online	Y3/4 My healthy self: How can I take care of my mind and body? <i>Pupils should be taught about:</i> - Recognising and talking about emotions - Support with mental wellbeing - Self-care - Bullying and mental health - Being active Taking Care Project Keeping safe Citizenship: What rights and responsibilities do we have? <i>Pupils should be taught about:</i> - Preparing to play and active role as a citizen	Y3/4 Health protection: How can we prevent illness and injury and respond if they happen? <i>Pupils should be taught about: Awaiting information from Kapow</i> Y3 /4 My healthy self: How can I make healthy choices? <i>Pupils should be taught about:</i> - Self-care - Bullying and mental health - Being active - Healthy diet	Y3/4 Citizenship: How can I spend my money responsibly? <i>Pupils should be taught about: : Awaiting information from Kapow</i> Y3/ 4 Growing up: How will my body and emotions change as I grow up? <i>Pupils should be taught about:</i> - Physical changes - Emotional changes - Personal boundaries
RE Warwickshire agreed syllabus	K1.1 How might your religion or worldview be seen in the choices you make? x 10	Cont... L2.2 How are religion and worldviews shaped and expressed through art and architecture? x 8	L2.4 How might your worldview lead you to do hard things for good reasons? x 8	L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? x 10	L2.6 Do you have to be part of a faith community to express an organised worldview? x 8	L2.7 How have religion and history entwined in this area? x 8 <i>Grand Narratives</i>

	<i>Personal Responsibility</i> L2.2 How are religion and worldviews shaped and expressed through art and architecture? x 8 <i>Wisdom and Guidance</i>	<i>Wisdom and Guidance</i> L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? x 8 <i>Living Well</i>	<i>Personal Responsibility</i>	<i>Authority and Power</i>	<i>Belonging and Believing</i>	
Disciplinary Lenses	Theology, Human and Social Science, History	Theology, Human and Social Science, Philosophy	Theology, Human and Social Science, Philosophy	Philosophy, Human and Social Science	Theology, Philosophy, Human and Social Science	Theology, Philosophy Human and Social Science, History
Worldviews studied	Christian, Jewish, Muslim, Hindu, Pagan, Non-Religious worldviews	Christian, Muslim, Jewish worldviews	Christian, Jewish, Muslim, Hindu, Pagan, Non-Religious worldviews	Christian, Muslim, Jewish, Humanist, Hindu worldviews	Christian, Jewish, Non-religious, Muslim, Hindu, Sikh, Buddhist worldviews	Christian, Jewish, Non-religious, Muslim, Sikh worldviews Christian (Catholic & Protestant), Sikh, Hindu, Buddhist worldviews
FRENCH Kapow	French Greetings with puppets 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. French adjectives of colour, size and shape 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	Playground games – numbers and age 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. 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. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. In a French classroom Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Bon appétit! Pupils should be taught to: Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places and things and actions orally and in writing. Shopping for French food 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. 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.	This is me Pupils should be taught to: write phrases from memory, and adapt these to create new sentences to express ideas clearly. School Days 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. 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	Birthday celebrations 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. 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. Colourful creatures	Fabulous French Food 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. 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. Gourmet tour of France Pupils should be taught to: present ideas and information orally to a range of audiences.

	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i> <i>Present ideas and information orally to a range of audience. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i> <i>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.</i>	<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i> <i>Language production</i> <i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i> <i>Describe people, places, things and actions orally and in writing.</i> <i>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.</i>	<i>Read carefully and show understanding of words, phrases and simple writing.</i> <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i> <i>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.</i>	<i>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.</i>	<i>Pupils should be taught to: write phrases from memory, and adapt these to create new sentences to express ideas clearly.</i>	
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