




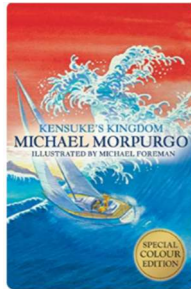
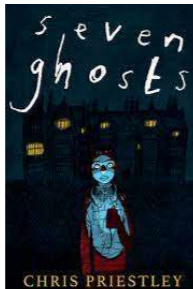
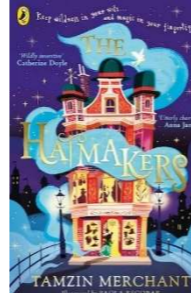
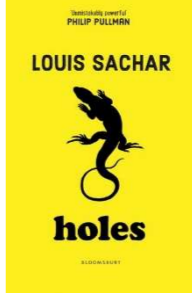


Long Term Plan Year B – 2025/2026

Year 5/6

Autumn Term		Spring Term		Summer Term	
 <p>Community Cam Support others Appreciate each other</p>	 <p>Mindful Mo Believe in yourselves Be Kind</p>	 <p>Engagement Eric Think for yourselves Ask questions</p>	 <p>Independent India Be brave Trust yourself</p>	 <p>Possibilities Parker Try something new Keep going</p>	<p>Celebration of all Super Friends</p>
<p>Core texts being studied in guided reading sessions:</p> <p>Kensuke’s Kingdom by Michael Morpurgo</p> <p>Seven Ghosts by Chris Priestley</p>  		<p>Core texts being studied in guided reading sessions:</p> <p>The Hatmakers – Tamzin Merchant</p> 		<p>Core texts being studied in guided reading sessions:</p> <p>Holes by Louis Sachar</p> 	

As readers we will practise reading skills across the year to include:

Word Reading:

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Maintain positive attitudes to reading and understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Recommending books that they have read to their peers, giving reasons for their choices

Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

Learning a wider range of poetry by heart

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views

<p>As writers we will study these units this term:</p> <div data-bbox="112 195 400 373">  <p>OR <i>The Man Who Walked Between the Towers</i> Mordcai Gerstein</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="112 384 400 493"> <p>Biographies Wikipedia pages, letters of advice, interviews, news report persuasive speeches</p> </div> <div data-bbox="112 504 400 682">  <p><i>The Lost Thing</i> Shaun Tan</p> <p>16 sessions, 3+ weeks</p> </div> <div data-bbox="112 693 400 808"> <p>Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports</p> </div> <div data-bbox="474 195 875 373">  <p>HIDDEN FIGURES <i>Hidden Figures</i> Margot Lee Shetterly</p> <p>15+ sessions, 3+ weeks</p> </div> <div data-bbox="474 384 875 493"> <p>Non-chronological reports Reports, formal and informal letters, diaries, character descriptions, journalistic writing</p> </div> <div data-bbox="549 504 816 819">  <p><i>The Snowman</i></p> </div>	<p>As writers we will study these units this term:</p> <div data-bbox="1053 220 1350 399">  <p>OR <i>Firebird</i> Saviour Pirotta and Catherine Hyde</p> <p>10 sessions, 2 weeks</p> </div> <div data-bbox="1053 409 1350 514"> <p>Fairytale narratives Formal letters, retellings, character descriptions</p> </div> <div data-bbox="1053 567 1350 745">  <p>PARADISE SANDS <i>Paradise Sands</i> Levi Pinfold</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1053 756 1350 871"> <p>Narrative prequel Descriptive story openings, informal notes of advice, formal letters in role, descriptive retellings, conversations, book reviews</p> </div> <div data-bbox="1439 220 1765 378">  <p>OR <i>Suffragette: The Battle for Equality</i> David Roberts</p> <p>10 sessions, 2 weeks</p> </div> <div data-bbox="1439 388 1765 483"> <p>Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports</p> </div> <div data-bbox="1439 504 1765 682">  <p><i>The Three Little Pigs Project</i> The Guardian</p> <p>11 sessions, 2+ weeks</p> </div> <div data-bbox="1439 693 1765 808"> <p>Discussion texts News reports, persuasive speeches, interview scripts, diaries, debates, narratives</p> </div>	<p>As writers we will study these units this term:</p> <div data-bbox="1884 189 2181 367">  <p>Michael Morpurgo <i>Kaspar, Prince of Cats</i> Michael Morpurgo</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1884 378 2181 493"> <p>Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports</p> </div> <p>Courageous Advocacy project writing</p>
<p>As writers we will practise these skills over the year:</p>		
<p>Year 5</p> <ul style="list-style-type: none"> - I can write for a range of purposes - I can organise my writing into paragraphs - I can describe settings, characters and atmosphere - I can use a dictionary to check the spelling of uncommon or ambitious words - I can use a range of clause structures and vary their position - I can use modal verbs to indicate possibility - Build cohesion using: coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently - I can use a range of punctuation mostly correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contractions, inverted commas, apostrophes for possession, commas for clauses, commas for fronted adverbials, parenthesis using brackets, dashes and commas, commas for clarity. - I can spell most of the words from the Y3/4 spelling list - I can write neatly and legibly with joined letters - I can spell some words from the Y5/6 spelling list 	<p>Year 6</p> <ul style="list-style-type: none"> - I can write for a range of purposes, making sure that the language I am choosing shows and understanding of the person reading it. - I can describe settings, characters and atmosphere. - I can include dialogue to convey character and advance the action - I can use the appropriate vocabulary and grammatical structures for my writing. - I can build cohesion within and across paragraphs using the following; coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently. - I can use a range of punctuation mostly correctly: invented commas, apostrophes for possession, commas for fronted adverbials, commas for clauses, commas for a list, parenthesis using brackets, dashes and commas, commas for clarity, hyphens, semi-colons, colons. - I can spell some words from the y5/6 spelling list - I can use a dictionary to check the spelling of uncommon or more ambitious words. - I can write neatly and legibly with joined letters. <p>GDS –</p> <ul style="list-style-type: none"> - I can write effectively for different purposes and audiences, selecting the appropriate form - I can use different grammar structures and vocabulary to control the levels of formality in my writing - I can use a full range of punctuation correctly: inverted commas, apostrophes for possession, commas for fronted adverbials, brackets, dashes and commas (parenthesis), commas for clarity, hyphens, semi-colons, colons 	
<p>As mathematicians in Autumn term we will study: Number and Place Value, Addition and Subtraction, Multiplication and Division A, Fractions, Multiplication B, Ratio, Position and Direction</p>	<p>As mathematicians in Spring term we will study: Fractions B, Decimals A, Decimals B, Statistics, Fractions, Decimals and %, Perimeter, Area and Volume, Geometry – Shape, Algebra</p>	<p>As mathematicians in Summer term we will study: Converting Units, SATS Revision, Consolidation of units from the year, Shape, Position and Direction, Statistics</p>
<p>Place Value Step 1 Roman numerals to 1,000 Step 2 Numbers to 100,000 Step 3 Numbers to 1,000,000 Step 4 Read and write numbers to 1,000,000 Step 5 Numbers to 10,000,000 Step 6 Read and write numbers to 10,000,000</p>	<p>Fractions B Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Multiply fractions by fractions Step 5 Divide a fraction by an integer Step 6 Divide any fraction by an integer</p>	<p>Converting Units Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Miles and kilometres Step 5 Imperial measures Step 6 Convert units of time</p>

<p>Step 7 Powers of 10 Step 8 Partition numbers to 10,000,000 Step 9 Number line to 10,000,000 Step 10 Compare and order any integers Step 11 Round within 100,000 Step 12 Round any integer Step 13 Count through zero Step 14 Compare and order negative numbers Step 15 Negative number</p> <p><u>Addition and Subtraction</u> Step 1 Mental strategies Step 2 Add integers Step 3 Subtract integers Step 4 Inverse operations and missing numbers Step 5 Reason from known facts</p> <p><u>Multiplication and Division A</u> Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Rules of divisibility Step 6 Prime numbers Step 7 Square and cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10,100 and 1,000</p> <p><u>Fractions A</u> Step 1 Recognise equivalent fractions Step 2 Equivalent fractions and simplifying Step 3 Equivalent fractions on a number line Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions (denominator) Step 7 Compare fractions (numerator) Step 8 Order fractions Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions where one denominator is a multiple of the other Step 11 Add any two fractions Step 12 Add mixed numbers Step 13 Subtract fractions where one denominator is a multiple of the other Step 14 Subtract any two fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers Step 18 Multi-step problems</p> <p><u>Multiplication B</u> Step 1 Multiply a 2-digit number by a 2-digit number Step 2 Multiply up to a 4-digit number by a 2-digit number Step 3 Solve problems with multiplication Step 4 Short division Step 5 Divide a 4-digit number by a 1-digit number Step 6 Division using factors Step 7 Introduction to long division</p>	<p>Step 7 Fraction of an amount Step 8 Fraction of an amount - find the whole</p> <p><u>Decimals A</u> Step 1 Decimals up to 2 decimal places Step 2 Decimals up to 3 decimal places Step 3 Place value - integers and decimals Step 4 Order and compare decimals (same number of d.p.) Step 5 Order and compare decimals with up to 3 decimal places Step 6 Round to the nearest whole number Step 7 Round to 1 decimal place Step 8 Round to 2 decimal places</p> <p><u>Decimals B</u> Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of d.p. Step 5 Subtract decimals with the same number of d.p. Step 6 Add decimals with different numbers of d.p. Step 7 Subtract decimals with different numbers of d.p. Step 8 Efficient strategies Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply decimals by integers Step 13 Divide decimals by integers Step 14 Multiply and divide decimals in contexts</p> <p><u>Fractions, Decimals and Percentages</u> Step 1 Equivalent fractions and decimals - tenths Step 2 Equivalent fractions and decimals - hundredths Step 3 Equivalent fractions and decimals - thousandths Step 4 Fractions as division Step 5 Understand percentages Step 6 Percentages as fractions Step 7 Percentages as decimals Step 8 Equivalent F, D, P Step 9 Order F, D, P Step 10 Percentages of an amount</p> <p><u>Perimeter, Area and Volume</u> Step 1 Perimeter of rectangles and rectilinear shapes Step 2 Area of rectangles Step 3 Area of compound shapes Step 4 Estimate area Step 5 Area of triangles Step 6 Area of parallelograms Step 7 Volume - cubic centimetres Step 8 Volume of a cuboid Step 9 Compare volume Step 10 Estimate volume and capacity</p> <p><u>Shape</u> Step 1 Understand and use degrees Step 2 Classify angles (include estimate)</p>	<p>Step 7 Calculate with timetables</p>
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<p>Step 8 Long division with remainders Step 9 Solve problems with division Step 10 Efficient division Step 11 Solve multi-step problems Step 12 Order of operations Step 13 Mental calculations and estimation Step 14 Reason from known facts</p> <p>Ratio Step 1 Add or multiply? Step 2 Use ratio language Step 3 Ratio and fractions Step 4 Use scale factors Step 5 Similar shapes Step 6 Ratio problems Step 7 Proportion problems</p> <p>Position and Direction Step 1 The first quadrant Step 2 Four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Lines of symmetry Step 6 Reflections</p>	<p>Step 3 Measure angles (include estimate) Step 4 Calculate angles around a point Step 5 Calculate angles on a straight line Step 6 Vertically opposite angles Step 7 Angles in a triangle (include missing angles) Step 8 Angles in a triangle – special cases (include missing angles) Step 9 Angles in quadrilaterals Step 10 Regular polygons Step 11 Irregular polygons Step 12 Circles Step 13 Draw shapes Step 14 3-D shapes</p> <p>Algebra Step 1 Function machines Step 2 Form expressions Step 3 Substitution Step 4 Formulae Step 5 Form equations Step 6 Solve equations Step 7 Find pairs of values Step 8 Solve problems with two unknowns</p>	
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As scientists - working scientifically we will:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables
- Take measurements with accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present enquiry findings, including conclusions, casual relationships and explanations of a degree of trust in results in oral and written form
- Identify scientific evidence that has been used to support or refute ideas or arguments.

<p>As scientists we will study ...</p> <p>Light 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</p> <p>Forces and Magnets 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, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>As scientists we will study ...</p> <p>Animals including humans – Circulatory System Identify and name the main parts of the human circulatory system Identify and name the main parts of the heart. Describe how water and nutrients are transported in humans. Identify how humans can live a healthy lifestyle.</p> <p>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</p>	<p>As scientists we will study...</p> <p>Living Things and their 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</p>
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<p>As historians we will :</p> <ul style="list-style-type: none"> •Compare different time periods. •Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. •Know significant dates. •Use dates and terms accurately in describing events. •Connect past societies and periods. •Identify trends. •Describe past societies and times (using terms such as: social, religious, political, technological and cultural). •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Give reasons for main events and changes. •Compare periods of rapid change and relatively little change. •Reflect on how Britain has been influenced by the wider world. •Reflect on how Britain has influenced the wider world. •Explain how events from the past have been retold and interpreted in different ways. •Understand how evidence is used to make historical claims. •Use sources of evidence to deduce information about the past. •Use sources of information to form testable hypotheses about the past. •Evaluate which sources of evidence are reliable and most useful for particular tasks. •Evaluate, pick out and put together information from a range of sources for the period that I am studying. •beginning to produce structured narrative and analyses using important dates and historical terms. •Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. •Understand that no single source of evidence gives the full answer to questions about the past. •Refine lines of enquiry as appropriate. •Use appropriate historical vocabulary to communicate. 	<p>As geographers we will...</p> <ul style="list-style-type: none"> •Describe geographical features of the UK (including hills, mountains, coasts and rivers). •Name and locate counties and cities in the UK •Describe how locations around the world are changing and explain some reasons for change. •Understand some of the reasons for geographical similarities and differences between countries. •Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •Describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •Describe changing geographical features (e.g. land pattern use). •Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. •Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. •Describe geographical features of the UK (including hills, mountains, coasts and rivers). •Name and locate counties and cities in the UK •Use 8 points of a compass independently. •Use four and six-figure grid references. •Use keys and symbols including Ordnance Survey maps. •Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use maps to name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •Describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •Describe changing geographical features (e.g. land pattern use). •Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. •Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. 	
<p>Where did the first civilisations appear?</p> <ul style="list-style-type: none"> • Ancient Sumer, Indus Valley, Ancient Egypt and the Shang dynasty <p>How were these civilisations the same and different?</p> <p>Who were the Shang Dynasty?</p> <ul style="list-style-type: none"> • The Shang Dynasty started in c. 1600 BC after King Tang of Shang conquered the legendary Jie of Xin. • The change from hunter-gatherers to settled farmers happened c. 10,000BC. Instead of just being in one place it happened in two areas of China, both near to rivers • The rise of the Shang Dynasty in c.1600 BC saw roles in society change as the aristocracy cemented their power over the lower classes. <p>What was Ancient Egypt like?</p> <ul style="list-style-type: none"> • Nile is the longest river in Africa - settlement began around 7000BC • The most important thing the Nile provided to Egyptians was fertile land. • Around 3000BC hieroglyphics are estimated to have been used. • The pyramids were built around 2500BC for religious purposes. 	<p>As geographers we will discuss:</p> <p>How does living in the UK compare to living in the USA?</p> <p>Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied.</p> <p>What biomes and ecosystems are in the UK?</p> <p>Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four and six-figure grid references.</p>	<p>As geographers we will discuss:</p> <p>How our school can reduce its plastic waste</p> <p>Pupils will learn about plastic and its origins. Pupils will explore the uses of plastic and the problems it can create. Pupils will explore ways of reducing plastic waste at home, at school and in general. Pupils will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. Pupils will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies.</p> <p>How can we be responsible tourists when travelling?</p> <p>Pupils will learn how tourism is the act of travelling for pleasure. We will look at different types of tourism: domestic, adventure, international, business, pilgrimage, eco and cultural. We will think about the positive and negative effects of tourism and the impact that it can have on a place as well as thinking about how we can ensure that tourism is more sustainable.</p>

<p>What did the Mayan's achieve?</p> <ul style="list-style-type: none"> • The Mayans lived in the rainforest areas of Mexico, Guatemala, Honduras, El Salvador and Belize – area was known as Mesoamerica • Maya believed in hundreds of Gods to rule lives and decisions. • Blood sacrifices to Gods were common to encourage the Sun to rise and the world not to end. • Had a writing system made of Glyphs and had more than 800 of these in their writing system. <p>What was life like in Britain at the same time?</p> <p>Why did these civilisations end?</p> <ul style="list-style-type: none"> • 31BC Roman's conquered Egypt. • Around 900 AD the Mayan cities are cited as disappearing from history. They were abandoned and not discovered again until the Spanish conquistadors arrived in the sixteenth century <p><i>National Curriculum – changes in Britain in prehistory, achievements of the earliest civilisations, depth study of Ancient Egypt, Study of non-European society.</i></p>		
<p>As artists we will....</p> <ul style="list-style-type: none"> - Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design. - Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work. - Develop specific and relevant vocabulary linked to art techniques. 		
<p>As artists we will ...</p> <p>Monochromatic unit – Year 6 – What mistakes can artists make when drawing faces?</p> <p>Practical Knowledge - use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, use shapes to guide our observations and drawing</p> <p>Theoretical Knowledge - Learning about artists from around the world</p> <p>Disciplinary Knowledge - developing vocabulary to describe common errors made in realism portraits, understanding that art can be practised and improved upon, learning how artists can use reference material, and evaluating your own work and the work of others.</p>	<p>As artists we will ...</p> <p>Chromatic unit – Year 6 – Can art help to save the planet?</p> <p>Practical Knowledge – Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image, and watercolour paints with proficiency.</p> <p>Theoretical Knowledge – Pupils will learn how art can be mass-produced and sold, know that art can be created to create change, consider the sustainability of art and design, and understand how political or charitable causes can inspire that art.</p> <p>Disciplinary Knowledge – Pupils will use the seven elements of art to discuss artwork, know that art doesn't have to be realistic, consider what qualifies as art, evaluate peers' work, learn how art can impact society, and evaluate their own work.</p>	<p>As artists we will ...</p> <p>Sculpture unit – Year 6 – How can food inspire artists?</p> <p>Practical Knowledge – Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the the viability of design, knowing that you can sculpt clay around something, like foil, to build larger structures, and using colour to create a life-like sculpture.</p> <p>Theoretical Knowledge – Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings.</p> <p>Disciplinary Knowledge – Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles.</p>
<p>As designers we will....</p> <ul style="list-style-type: none"> - Develop planning and communication ideas - Working with tools, equipment, materials and components to make quality products (inc-food) - Evaluate processes and products - 		
<p>As designers we will design an automata animal using mechanisms....</p> <p>This 'Automata Animals' unit gives children opportunities to further develop their understanding of mechanical systems. Children learn about controlling movement with a cam mechanism as part of an automata animal. They develop their designing skills through using information sources to research ideas about animals which are then incorporated into the design criteria and</p>	<p>As designers we will making scaled maps.....</p> <p>Children will apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create original designs. As a group, they will research how floor robots move along different types of materials and use this knowledge to create obstacles squares. Children will use</p>	<p>As designers we will investigate super seasonal cooking.....</p> <p>This 'Super Seasonal Cooking' unit of work will teach your class about the importance of buying seasonal food. The first part of the unit provides an opportunity for children to learn where, when and how a variety of ingredients are grown, reared, caught and processed.</p>

<p>designs. They make a simple cam mechanism to formulate an understanding of how different shaped cams can be used to produce different movements. Children extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut wood and card accurately. Through these activities they gain an understanding of the working characteristics of the materials and components and how they can be combined to create more useful properties. Peer assessment is used to improve designs and evaluate final products.</p>	<p>appropriate joining methods to make a scale adventure map. They will test and evaluate the effectiveness of another group's obstacle squares.</p>	<p>Children will then have the chance to sample some spring seasonal food before designing their own balanced seasonal meal. They will learn how to cook with the seasonal ingredients following their own recipes and using a wide range of preparation and cooking techniques. Finally, children will evaluate their product against their design criteria. Children will learn appropriate hygiene rules for handling meat and fish and safe preparation skills.</p>
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As **musicians** we will learn....

Electricity Unit	Arctic Unit	Garageband	Africa	Celebrations	Reggae
<p>Listening: identify instruments, identify time signatures, identify features Composing: use inter-related dimensions Performing: ostinato, polyrhythm, group ensemble, sing in different time signature, play & sing in different time signatures Social: inclusion, respect, support Emotional: persevere, confidence Thinking: provide feedback, use feedback to improve work, select & apply, creativity, comprehension</p>	<p>Listening: identify characteristics, identify instruments Composing: use graphic score & staff notation, programmatic music Performing: follow staff notation & graphic score, group ensemble Social: collaborate, sharing, respect, inclusion Emotional: confidence, empathy, integrity Thinking: creativity, select & apply, provide feedback, reflection</p>	<p>Listening: identify chords, identify instruments Composing: use binary/ternary form, construct chords, create melody & accompaniment Performing: improvisation, chords, structure, match pitch Social: respect, kindness, leadership, collaboration, communication Emotional: confidence, determination, perseverance, independence, empathy Thinking: reflection, provide feedback, select & apply, problem solving, creativity, comprehension</p>	<p>Listening: identify features, identify instruments Composing: create polyrhythms, create ostinato, use mnemonics, improvise rhythms, structure a piece, use inter-related dimensions Performing: class ensemble, group ensemble, solo, overall appearance of performance, call and response, chant rhythms, sing in two parts Social: sharing, communication, inclusion, respect, leadership, collaboration Emotional: empathy, confidence Thinking: provide feedback, reflection, creativity, select & apply</p>	<p>Listening: identify features, identify instruments Composing: pentatonic scale, time signatures, syncopated rhythms, ostinato, melody, drone Performing: follow staff notation, use drone, melody & rhythmic ostinato, group ensemble Social: respect, communication, kindness, leadership, support Emotional: confidence, perseverance, independence, determination Thinking: reflection, provide feedback, select & apply</p>	<p>Listening: identify features Create: bass line from triads Performing: combine, rehearse and refine an ensemble performance, maintain a challenging independent part, follow notation Social: respect, kindness, leadership, support Emotional: confidence, determination, perseverance, independence Thinking: reflection, provide feedback, select & apply</p>

As **advocates for our faith and other faiths communities**....

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures*
- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.*
- *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.*

<p>In RE we will be studying...</p> <p>Incarnation U2.4 – Was Jesus the Messiah? Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>	<p>In RE we will ...</p> <p>Islamic Faith in Britain U2.9 – What does it mean for a Muslim to follow God? Making sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; hajj practices follow example of the Prophet). Understanding the impact: • Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</p>	<p>In RE we will ...</p> <p>God U2.1 – What does it mean if God is Holy and Loving? Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p>
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<p>Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers</p> <p>Salvation</p> <p>U2b.6 – What did Jesus do to save human beings?</p> <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p> <p>Kingdom of God</p> <p>U2.8 – What kind of King is Jesus?</p> <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today</p>	<ul style="list-style-type: none"> • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>Making connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims <p>Salvation:</p> <p>2.b7 – What difference does the resurrection make for Christians?</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>U2.15 – Why do Hindus try to be good?</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Making connections:</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <ul style="list-style-type: none"> • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
<p>In computing we will study....</p> <ul style="list-style-type: none"> - Virtual Reality <p>Understand what virtual reality is and how it can be used to help people.</p> <p>Add, move and resize objects in a virtual reality environment</p> <p>Animate objects for realism.</p> <p>Use code blocks to add movement (with grouping) and interactions (conditions).</p> <p>Create multiple scenes of VR environments</p> <ul style="list-style-type: none"> - Web Design <ol style="list-style-type: none"> 1. Create a static homepage. 2. Choose a suitable theme for your website. 3. Change the site identity to a suitable title, tagline and website icon. 4. Upload a suitable header and/or background image. 5. Adjust the website sidebar and add suitable widgets. 6. Add text and images to a page and edit them. 7. Add multiple pages and edit the navigation, including sub-menus. 8. Provide constructive feedback for your classmates' websites. <p>Online Safety – We are online safety ambassadors</p> <p>We will not share inappropriate images.</p>	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Graphic Design <ul style="list-style-type: none"> - Add, adjust and fill shapes - Group shapes to improve accuracy and speed - Add and customise gradient effects - Adjust transparency/opacity for a purpose - Use a colour picker correctly (Keynote and PowerPoint only) - Accurately rotate shapes <p>Computers: Past, Present and Future</p> <ol style="list-style-type: none"> 1. Show awareness of how computers and digital technology helps us today. 2. Understand how technology has changed over time and represent it as an interactive timeline. 3. Understand the impact (positive/negative) technological changes have on society. 4. Predict how technology will change in the future. <ul style="list-style-type: none"> - HTML <ol style="list-style-type: none"> 1. Add and align text and change colour. 2. Program background colour. 3. Add and align images. 	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Programming in Python <ol style="list-style-type: none"> 1. Write basic python syntax 2. Print text 3. Use Python as a calculator 4. Program loops to repeat text 5. Program interactive inputs 6. Find errors in a program (debugging) (unplugged activity) 7. Program a trivia chatbot using 'send message' functions (challenge) <p>Ebook Creation</p> <p>Add page colour and style</p> <p>Add, position and format text on different pages</p> <p>Add and position images</p> <p>Add audio, including hiding it behind an object.</p> <p>Add hyperlinks to text and images</p> <p>Search for shapes</p> <p>Lock and arrange shapes (extension task)</p> <p>Online Safety – We are online safety problem solvers.</p> <p>We are safe gaming experts.</p>

	<p>4. Add hyperlinks to other websites. 5. Add an iframe (such as a Google Map) and adjust the height and width.</p> <p>Image Editing 1. Adjust the colours, brightness and contrast to improve a photo. 2. Create a before and after slide in presentation software. 3. Take and crop a screenshot. 4. Add drawing and text layers. 5. Import new images as layers and resize them to fit. 6. Add colour elements to a black and white photo using layers and eraser tools.</p> <p>Online Safety – We are safe social networkers We are respectful of others.</p>	
<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Handball Physical: throwing and catching, moving with the ball, dribbling, intercepting, shooting Social: collaboration, communication Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing and provide feedback - OAA Physical: stamina, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving - Yoga Physical: balance, strength, flexibility, coordination Social: leadership, sharing ideas, working safely Emotional: confidence, working independently Thinking: creating, selecting and applying actions, observing and providing feedback - Gymnastics Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Dance Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: sharing ideas, consideration of others, inclusion, respect, leadership, supporting others Emotional: empathy, confidence Thinking: observing & providing feedback, using feedback to improve, selecting & applying skills - Badminton: Physical: ready position, grip, forehand, backhand, serve, footwork Social: communication, respect, supporting and encouraging others Emotional: confidence, perseverance, honesty Thinking: using tactics, selecting and applying skills, identifying strengths and areas for development - Rugby Physical: throwing, catching, running, dodging, scoring Social: communication, collaboration Emotional: perseverance, confidence, honesty and fair play Thinking: planning strategies and using tactics, observing and providing feedback, selecting and applying skills - Dodgeball Physical: throw, catch, dodge, block Social: cooperation, respect, communication Emotional: confidence, honesty, independence Thinking: tactics, observation, comprehension, creativity 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Swimming - Key Skills: Physical - Rotation - Sculling - Treading water - Gliding - Front crawl - Backstroke - Breaststroke - Surface dives - Floating - Huddle and H.E.L.P.position - Cricket Physical: underarm and overarm throwing, catching, overarm bowling, long and short barrier, batting Social: collaboration, communication, respect Emotional: honesty Thinking: observing and providing feedback, selecting and applying strategies - Athletics Physical: pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance Social: negotiating, collaborating with others Emotional: perseverance, determination Thinking: observing and providing feedback
<p>Me and my Relationships:</p> <ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Keeping myself safe • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - Being my best • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ.

- Describe strategies for resolving difficult issues or situations.
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.

Valuing Difference

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.
- Rehearse active listening skills;
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Understand that the information we see online either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

who are bullied;

- Recognise and describe the difference between online and face-to-face bullying.
- Reflect on what information they share offline and online;
- Recognise that people aren't always who they say they are online;
- Know how to protect personal information online.
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.

Rights and Respect

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.
- Define the differences between respect, rights and duties;
- Discuss what can make them difficult to follow;

- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.
- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community.
- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.
- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.
- Know two harmful effects each of smoking/drinking alcohol;
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- **Growing and Changing (Y6)**
- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

	<ul style="list-style-type: none"> • Identify the impact on individuals and the wider community if duties are not carried out. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community. 	<ul style="list-style-type: none"> - Explain how HIV affects the body's immune system; - Understand that HIV is difficult to transmit; - Know how a person can protect themselves from HIV <p>Growing and Changing (Y5)</p> <ul style="list-style-type: none"> - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience. - Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable. - Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.
<p>As Spanish speakers we will learn about: The Classroom Clothes 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. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 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 audiences. 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.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns 	<p>As Spanish speakers we will learn about: Olympics Culture and Grammar 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. 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 audiences. 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. Appreciate stories, songs, poems and rhymes in the language. 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.</p>	<p>As Spanish speakers we will learn about: Habitats At School 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. 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 audiences. 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. Appreciate stories, songs, poems and rhymes in the language. 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.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Nouns • Articles/determiners

<ul style="list-style-type: none">• Articles/determiners• High frequency verbs• Possessive adjectives• Negative form	<p>Grammar:</p> <ul style="list-style-type: none">• Nouns• Articles/determiners• High frequency verbs• Adjectives and adjectival agreement• Negative form• Conjunctions/connective• Irregular conjugation	<ul style="list-style-type: none">• High frequency verbs• Adjectives and adjectival agreement• Negative form• Conjunctions/connective• regular conjugation• Opinions and justifications
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