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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Book	Tar Beach by Faith Ringgold  Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) The Mermaid of Zennor by Charles Causley  Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	Farther by Grahame Baker Smith  Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions The Iron Man By Ted Hughes  Mystery narratives Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries	<i>Winter's Child</i>  Fantasy Story Sequels Descriptive poems, postcards, dialogue, setting descriptions as letters, retelings. <i>The Selfish Giant</i>  Own version narratives Letters, first person recounts, dairies, letters, posters, reports.	<i>The Baker by the Sea</i>  Tourist brochures Job applications, advertisements, setting descriptions, letters in role. <i>The Matchbox Diary</i>  Biography Dialogue, diary entry, retelling (oral dictation) mini-autobiography, fact file.	Weslandia by Paul Fleischman  Non-chronological reports Retellings, character descriptions, book reviews. Shackleton's Journey By William Grill  Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries	The Lion, Witch and the Wardrobe by C S Lewis  Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role. Jabberwocky by Lewis Carroll  Nonsense poems Performance poetry, explanatory descriptions
Maths Mastery	Knowledge/Learning: -Reasoning with large numbers -Addition and subtraction -Multiplication and Division. Skills: -4-digit place value. Read, write, represent, order and compare -Find 10, 100 or 1000 more or less -Round numbers to the nearest 10, 100 or 1000 -Select appropriate strategies to add and subtract	Knowledge/Learning: Discrete and continuous data Securing Multiplication Facts Skills: Read, interpret and construct pictograms, bar charts and time graphs -Compare tables, pictograms and bar charts •Identify and explore patterns in multiplication tables including 7 and 9 Vocabulary: Tally, pictogram, bar chart,	Knowledge/Learning: Fractions Time Skills: Explore different interpretations and representations of fractions -Equivalent fractions - Represent fractions greater than one as mixed number and improper fractions -Add and subtract fractions with the same denominator including fractions greater than one	Knowledge/Learning: Decimals Area and Perimeter Skills: •Decimal equivalents to tenths, quarters and halves -Compare and order numbers with same number of decimal places -Multiply and divide by 10 and 100 including decimals -Perimeter of rectangles and rectilinear shapes -Area of rectangles and rectilinear shapes	Knowledge/Learning: Solving measures and money problems. Shape and symmetry Skills: Convert units of measure -Select appropriate units to measure -Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically -Classify, compare and order angles -Compare and classify 2-D	Knowledge/Learning: Position and direction Reasoning with patterns and sequences 3D shapes Skills: •Describe and plot using coordinates -Describe translations •Roman numerals up to 100 -Place value of other number systems •Number sequences and patterns -Use understanding of 3-D shapes -Identify 3-D shapes from 2-D representations

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	-Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping. -Distributive property including multiplying three 1-digit numbers -Mental multiplication and division strategies using place value and known and derived facts -Short multiplication and division Vocabulary: Add, subtract, column, place value, multiply, divide, difference, bar model, bus stop, share. Resources: My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counters.	frequency table, line graph, data, time graph, compare, same, difference. Resources: My Mastery lesson resources, multiplication grids	•Analogue to digital, 12-hour and 24-hour -Convert between units of time Vocabulary: Denominator, numerator., vinculum, mixed, improper, proper, equivalent, compare, greater, less than, o'clock, quarter past, quarter to, half past, minute, hour, clock. Resources: My Mastery lesson resources, clocks, fraction wall.	- Investigate area and perimeter Vocabulary: Decimal point, place value, shape, length, width, height, multiply, add, tenths, hundredths. Resources: My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counter, shapes.	shapes -Identify lines of symmetry Vocabulary: Length, ruler, cm, metres, pound, pence, km, ml, litres, g, kg, add, subtract. Difference, 2d shapes, symmetrical, mirror. Resources: My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counter, shapes, money.	Vocabulary: 3D shapes, 2D shapes, left, right, up, down, roman numerals, sequences, co-ordinates. Resources: My Mastery lesson resources, Place value charts, place value counter, 3D and 2D shapes.
Science KS2 (Rising Stars).	Knowledge/Learning: Solids, liquids and gasses Skills: Compare and group materials together, according to whether they are solids, liquids or gases. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in	Knowledge/Learning Electricity Skills: Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Recognise some common conductors and insulators, and associate metals with being good conductors Identify whether or not a lamp will light in a simple series circuit, based on	Knowledge/Learning Sound Skills: how sounds are made / pitch (Switched on Science – What's that sound?) Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases Find patterns between the	Knowledge/Learning Animals including humans Skills: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey Vocabulary: animals, humans, food chains, body parts, producers, prey, herbivore, omnivore,	Knowledge/Learning: Living things and their habitats Skills: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things Vocabulary: Classify, Key,	Knowledge/Learning – Brilliant bubbles (working scientifically) Skills: Working scientifically, predicting, creating hypothesis, analysing and recording results, creating and using tables/graphs Vocabulary: bubbles, mixture, texture, solids, liquids, gasses. Curriculum Links: maths, English, art, DT. Resources: bubble mixture, bubble wands, a range of bubble filled chocolate, glycerine/glycerol, sherbet

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	degrees Celsius (°C). Vocabulary: solids, liquids, gasses, states, changes, temperature, boiling, melting. Curriculum Links: Geography, English Resources: Ice, chocolate, grapes. Ice cream experiment resources	whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Vocabulary: Circuit, wires, crocodile clips, bulbs, batteries, switch, lamp Curriculum Links: DT, English Resources: Circuit, wires, crocodile clips, bulbs, batteries, switch, lamp	pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Vocabulary: Sound, vibrations, pitch, tone, patterns, volume, ear vocab e.g. parts of the ear Curriculum Links: English, music Resources: Instruments, metre stick	carnivore, consumer, etc. Curriculum Links: English, PSHE, DT, PE Resources: Digestive system experiment resources. Science week Based on polar region explorers – Links to English T4W text. Curriculum links: Geography, English Resources: Experiments linking to Polar Regions.	Organism, Habitat, Invertebrate, Insect, Millipede, Centipede, Mammal, Bird, Amphibian, Reptile, Fish, Flowering plant Curriculum Links: Links to polar regions topic. Resources: Bug classification key, magnifying glasses.	fizz, straws, popping candy, citric acid, small ice cream spoons, bicarb.
History (Rising Stars – Voyagers)		Knowledge/learning: Egyptians Skills: ordering events in chronological order, comparing different eras of life, comparing different lifestyles. Vocabulary: Amulet Book of the Dead Hieroglyphics Mummy/mummification Papyrus Pharaoh Pyramids Sarcophagus – Scarabs Prior Learning: Stone age, iron age, bronze age Curriculum Links: English, science. Resources:		Knowledge/learning: Romans Skills: ordering events in chronological order, comparing different eras of life, looking at significant figures (Boudicca), and comparing different lifestyles. Vocabulary: formations, villa, battle, sword, dagger, Julius Ceaser, Claudius, timeline, Celts, Boudicca, conquer. Prior Learning: Iron age and bronze age. Curriculum Links: English, maths, R.E, P.E (Dance) Resources:		Knowledge/learning: Crime and punishment Skills: • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information Vocabulary: Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation,

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						flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values. Prior Learning: Curriculum Links: Art, English, Maths, PSHE Resources:
Geography (Rising Stars – Voyagers)	Topic: North and South America Knowledge/learning: - Continents of north and south America - States and cities in America - Locate them in an atlas - Compare the physical and manmade features Vocabulary: America, continent, state, city, physical, manmade Prior Learning: Know how to use an atlas Curriculum Links: Science – environments, art – collaging, ICT – fact finding. Resources: atlases, art resources for the big finish.		Topic: The water cycle Knowledge/learning: - solids, liquids and gasses in weather form - Understanding the water cycle Vocabulary: transpiration, precipitation, transportation, condensation, evaporation, ground water, water cycle Prior Learning: Basic knowledge of water cycle Curriculum Links: Science – solids, liquids and gasses, English – writing. Resources:		Topic: Extreme Earth (Twinkl) Knowledge/learning: Understand: -Layers of the earth -Key parts of volcanoes -Where volcanoes are found -Describe a tsunami/earthquake/tornado Vocabulary: volcanos, tsunami, mantle, crust, inner core, outer core, ring of fire, earthquake, epicentre, soil, tectonic plates Prior Learning: Information about the world/continents,etc, physical geography. Curriculum Links: Science – environments, polar regions – extreme environments, art – sculpture. Resources: Modelling clay (1st lesson)	
Art (Kapow)		Knowledge/learning: Painting and mixed media: light and dark.		Knowledge/learning: Drawing: Power Prints		Knowledge/learning: Sculpture and 3D: Mega materials

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		Skills: -Generating ideas - Using sketchbooks - Making skills - Knowledge of artists - Evaluating and analysing Vocabulary: abstract, formal, dabbing, technique, pointillism, tint, stippling, figurative, contrasting, composition Prior Learning: Designing and thinking about ideas, analysing, know how to record observations. Curriculum Links: Maths, DT Resources: paint, watercolour, sponges, spatulas, cotton buds, rice, sand, lentils, A3 paper/card,		Skills: -Generating ideas - Using sketchbooks - Making skills - Knowledge of artists - Evaluating and analysing Vocabulary: collaboratively, figurative, precision, shading, gradient, contrast, collage, mixed media, hatching, cross hatching, symmetry, proportion, monopint. Prior Learning: Analysis skills Curriculum Links: Maths, Resources: Drawing pencils, charcoal, pastels, chalk, ink, ribbon, objects, crayons, liquid soap, polystyrene sheets, acetate sheets, fabric/card.		Skills: Generating ideas - Using sketchbooks - Making skills - Knowledge of artists - Evaluating and analysing Vocabulary: abstract, figurative, carving, ceramics, form, hollow, sculpture, secure, quarry, typography, welding, weaving, visualisation, 2d Prior Learning: Analysis skills abstract shape and space Curriculum Links: PSHE, geography Resources: Chalk, A2 sugar paper, bar of soap, carving tools, 1mm thick plastic coated wire, pliers, cardboard packaging, ribbon, paint, string, staplers/hole punch, pva glue.
DT	Knowledge and Learning Electrical systems (Lamps) Skills: - To wire a circuit - To adapt a circuit for use in a lamp - To design a lamp fit for purpose - To create and follow a design criteria - To evaluate their lamp and suggest improvements Vocabulary: Lamp, circuit, wire, battery, crocodile clip, switch, bulb. Prior Learning: Create a design criteria, researching. Curriculum Links: Science, art, maths		Knowledge and Learning Mechanical Posters Skills: - To create a working linkage and lever system - To follow a specific design criteria (Recycling) Vocabulary: Recycling, levers, linkages, split pins. Prior Learning: Create a design criteria, researching methods of recycling. Curriculum Links: PSHE, science, art, maths, geography Resources: Recycled materials, split pins, lift the flap books.		Knowledge and Learning Lovely Lunch Skills: - To understand the eatwell plate - To know what constitutes a healthy balanced diet - Food preparation and cooking skills - To evaluate their dishes. Vocabulary: eatwell plate, healthy balanced diet, food, preparation, hungry, clean, calories, safety. Prior Learning: Basic healthy lifestyle knowledge. Curriculum Links: PSHE, P.E, science, English. Resources: Various food	

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	Resources: recycled cardboard/boxes/materials from home, sellotape, cellophane, glue, paint, circuit stuff				ingredients, chopping boards and safety knives.	
Computing (Purple Mash)	Knowledge and Learning Effective Searching Hardware Investigators Skills: To locate information on the search results page. To use search effectively to find out information. To understand the different parts that make up a desktop computer Vocabulary Easter egg, internet, browser, search engine, spoof website Motherboard, CPU, RAM, monitor, graphics card. Curriculum Links English Resources: Computers, Purple Mash resources	Knowledge and Learning Online Safety Writing for different audiences Skills: To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To produce a news report Vocabulary Computer virus, cookies, copyright, digital footprint, email, identify theft, spam Font, bold, italic, underline. Curriculum Links English, PSHE Resources: Computers, Purple Mash resources	Knowledge and Learning Spreadsheets Programs – 2Calculate Skills: To explore how the numbers entered into cells can be set to either currency, decimal or fraction. • To explore the use of the display of decimal places. • To find out how to add formulae to a cell. Vocabulary Copy and paste, average, formula, spreadsheet, columns, cells, chart, rows. Curriculum Links Maths Resources: Computers, Purple Mash resources, Excel	Knowledge and Learning Logo Skills: To learn the structure of the language of 2Logo. • To input simple instructions in 2Logo Vocabulary Logo, BK, FD, Repeat, RT, LT, PU, PD. Curriculum Links Maths, Art Resources: Computers, Purple Mash resources	Knowledge and Learning: Animation Skills: To discuss what makes a good animated film, to use onion skinning in animation, to add backgrounds in animation, to be introduced to stop-motion animation. Vocabulary: animation, animate, onion skin, stop motion, moving pictures. Curriculum Links: Could base the animation on a subject in class. Resources: sticky notes, computers, 2animate	Knowledge and Learning Coding Skills: To review coding vocabulary and knowledge. To create a simple computer program. Vocabulary Action, debug, programming, execute, command, co-ordinates, variable, selection, prompt, repeat. Curriculum Links Maths Resources: Computers, Purple Mash resources
PE	Knowledge and Learning: Dodgeball Skills: Throwing, catching, dodging, blocking, communication, collaboration, respect, honesty, perseverance, decision making, selecting and applying skills. Vocabulary: Communicate, chipping, protect, opponent, swing, align Curriculum Links: English, Maths and Science	Knowledge and Learning: Fitness Skills: Strength, speed, power, agility, coordination, balance, stamina, support, safe working, perseverance, determination, identifying strengths and development. Vocabulary: Progress, technique, muscle, co-ordination, stamina, healthy Curriculum Links: English, Maths and Science Knowledge and Learning:	Knowledge and Learning: Football Skills: Dribbling, passing, ball control, tracking, jockeying, turning, receiving, communication, collaboration, cooperation, honesty, perseverance, tactics, decision making. Vocabulary: Communicate, chipping, protect, opponent, swing, align Curriculum Links: English, Maths	Knowledge and Learning: Basketball Skills: Throwing and catching, dribbling, intercepting, shooting, working safely, communication, collaboration, honesty and fair play, perseverance, strategies and tactics, observing, feedback Vocabulary: Outwit, pivot, opposition, court, field, opponent, pitch, contact Curriculum Links: English, Maths	Knowledge and Learning: Netball Skills: Passing, catching footwork, intercepting, shooting, working safely, communication, collaboration, honesty and fair play, perseverance, strategies and techniques, observing and providing feedback Vocabulary: Outwit, pivot, opposition, court, field, opponent, pitch, contact Curriculum Links: English, Maths	Knowledge and Learning: Athletics Skills: Pacing, sprinting technique, jumping for distance, throwing for distance, working collaboratively, working safely, perseverance, determination, exploring ideas, observing and providing feedback Vocabulary: Power, determination, stamina, officiate, accuracy, perseverance, personal best Curriculum Links: English, Maths and Science

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	Knowledge and Learning: Gymnastics Skills: Balances, jumps, rolls, bridge, shoulder stand, responsibility, collaboration, communication, respect, confidence, observing and producing feedback, evaluate and improve Vocabulary: Technique, quality, apparatus, perform, extension, inverted Curriculum Links: English, Maths	Yoga Skills: Breathing, balance, flexibility, strength, coordination, working safely, sharing ideas, leadership, calmness, focus, confidence, selection actions, poses and flow, feedback. Vocabulary: Grounded, relax, mindful, stable, down dog, control Curriculum Links: English	Knowledge and Learning: Tennis Skills: Underarm throwing, catching, forehand, backhand, ready position, collaboration, respect, supporting others, honesty, perseverance, decision making, understanding rules, skills and tactics. Vocabulary: Outwit receiver, court, backhand, forehand Curriculum Links: English, Maths	Knowledge and Learning: Dance Skills: Dance actions, performing, balance, control, technique, collaboration, consideration, inclusion, respect, empathy, confidence, observing feedback, applying skills. Vocabulary: Represent, reaction, dynamics, unison, control Curriculum Links: English, Maths, Music and Science	Knowledge and Learning: Cricket Skills: Underarm throwing, catching, overarm and underarm bowling, batting communication, collaboration, respect, perseverance, observing and providing feedback, applying strategies. Vocabulary: Stance, two handed pick up, retrieve, technique, opposition, stumped, short barrier Curriculum Links: English, Maths and Science	
RE (Discovery RE)	Knowledge and Learning: Buddhism – The live of Buddha. Skills: - show an understanding of why people think it is difficult to be happy all the time. - Say some of the things Siddhattha did to try to be Happy. - show an understanding of what being happy means to Buddhists. Vocabulary: Buddha, Bodhi, 8-fold path, Prince, Siddhattha, Gautama, Yasodhara Curriculum Links: English, PSHE Resources: Happy Song – Pharrell Williams.	Knowledge and Learning: Christianity – Christmas Skills: - design a symbolic object to show the significance of Christmas or the Christmas holiday to me. - describe one thing a Christian might learn about Jesus from a Christmas symbol. - ask questions about what Christmas means to Christians and compare this with what it means to me. Vocabulary: Frankincense, Myrrh, Christingle Curriculum Links: English, Art, PSHE Resources: n/a	Knowledge and Learning: Buddhism – Buddhist teachings. Skills: - suggest why there may be problems in the world and how people could help solve them. - recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. - give an examples of how Buddhists could learn from this and put the teaching into practice to make the world a better place. Vocabulary: Buddha, Bodhi, 8-fold path, Curriculum Links: English, PSHE Resources: Buddhist audio visual resources, Earth song by Michael Jackson, Wonderful World song by Louis Armstrong.	Knowledge and Learning: Christianity - Easter Skills: - talk about what sort of help I might need to show forgiveness. - describe what a Christian might learn about forgiveness from a Biblical text. - show an understanding of how Christians believe God can help them show forgiveness. Vocabulary: The Lords Prayer, The Last Supper, Peter Curriculum Links: English, Art, PSHE Resources: BBC, RE Quest	Knowledge and Learning: Buddhism – How to lead a good life. Skills: - describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. - describe how aspects of the 8-fold path would help Buddhists know how to live good lives. - start to tell you why some aspects of the 8--fold path might be hard for some Buddhists to stick to. Vocabulary: Buddha, 8-fold path Curriculum Links: English, PSHE Resources: Buddhist stories selection.	Knowledge and Learning: Christianity – Prayer and worship. Skills:. - explain some of the feelings my special place gives me and suggest why that is. - describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. - understand the impact a Christian's special place has on him/her. Vocabulary: Church, Baptism, John the Baptist, Eucharist/Holy Communion. Curriculum Links: English, PSHE Resources: BBC website Baptism clips.
Music (Charanga)	Knowledge and Learning: Hoedown	Knowledge and Learning: Go Tell It On The Mountain	Knowledge and Learning: I'm always there	Knowledge and Learning: Trick or treat	Knowledge and Learning: Martin Luther King	Knowledge and Learning: Go Tell It On The Mountain

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	Skills: Singing the song from memory, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, ABBA, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels	Skills:, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels	Skills: Singing the song from memory, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, rap, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels	Skills: Singing the song from memory, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, soul, gospel, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels	Skills: Singing the song from memory, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, The Beatles, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels	Skills: Singing the song from memory, tapping out pulse and rhythm, glockenspiels, Vocabulary: tune, rhythm, pulse, tempo, ABBA, The Beatles, rap, soul, gospel, tone, music, notes, glockenspiel, instrument. Prior Learning: How to play the glockenspiel, reading notes. Curriculum Links: PSHE, art. Resources: Charanga, glockenspiels
PSHE (SCARF)	Me and My Relationships Skills: Empathy, self-awareness, motivation, social skills Vocabulary: teamwork, emotions, feelings, challenges, healthy relationship, assertive Prior Learning: relationships, feelings towards others Curriculum Links: English, R.E Resources: Plasticine, zones of regulation, emotion cards.	Valuing differences Skills: Managing feelings, empathy, social skills, self-awareness Vocabulary: diversity, aggressive behaviour, feelings, safe, secret, unsafe, dares. Prior Learning: Knowing who to turn to in a situation Curriculum Links: English, R.E Resources: Apology cards	Keeping myself safe Skills: Motivation, self-awareness Vocabulary: goals, targets, overcoming obstacles, consequences. Prior Learning: Understanding and achieving a goal Curriculum Links: English and R.E Resources: Stories related to lessons.	Rights and responsibilities Skills: Self-awareness, managing feelings, empathy Vocabulary: healthy, safe, expenses, situation. Prior Learning: How to make sensible choices Curriculum Links: English Resources: Situation cards	Being my best Skills: motivation, social skills, managing feelings. Vocabulary: first aid, feelings, Adapt, belonging, accepted, rejected Prior Learning: Knowing about yourself and others, knowing about your community Curriculum Links: R.E, Art Resources:	RSE Skills: Motivation, social skills, managing feelings Vocabulary: periods, growing, changes, positive relationships. Prior Learning: To know that things change/move on Curriculum Links: English, science Resources: Pictures.
French (Twinkl)	<u>All Around Town</u> Knowledge and Learning To listen to and repeat names of some French towns and cities. To compare and contrast French towns with places I know.	<u>On The Move</u> Knowledge and Learning To say a sequence of movements. To follow instructions about direction and actions. To name different ways of travelling. To identify types	<u>Gone Shopping</u> Knowledge and Learning To express an opinion in French. To write sentence answers to a question, using quantifiers. To know that: le changes	<u>Where in the World?</u> Knowledge and Learning To speak in a sentence to answer a question. To write a sentence to answer a question. To distinguish masculine	<u>What's the Time?</u> Knowledge and Learning To say and write a sentence to tell the time. To say and write at what time I do things. To answer and ask a	<u>Holidays and Hobbies</u> Knowledge and Learning To write answers to a question, in a sentence To speak a sentence describing the weather To present the weather

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	To ask and answer questions to find out where someone live. To identify typical places in my town. To describe my town. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens and hundreds. To present ideas and information orally to a range of audiences, in the context of giving your address. To identify spellings or sounds I know in new words. To say the tens numbers to 100. To listen to and repeat common French expressions. To construct a simple sentence. To say an address clearly Skills To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live. To listen carefully and pronounce unfamiliar words with increasing accuracy. To listen attentively to spoken language and show understanding by joining in and responding in the context of describing our town. To use familiar sounds and spellings to help me	of transport using words and gestures. To ask how someone goes to school. To tell someone else how I go to school. To give and respond to simple direction instructions. To read and say words containing the French spelling 'ch', pronounced /sh/. To say a sequence of movements. To follow instructions about direction and actions. To ask for and give directions to places in town. To substitute different familiar vocabulary to vary my sentences. To match subject pronouns with the right form of a verb. To talk about how different people travel to places in town. Skills To describe people, places, things and actions orally To present ideas and information orally to a range of audiences in the context of types of transport. To tell other people about types of transport To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of types of transport. To use the verb 'to go' in a simple sentence. To develop accurate pronunciation and intonation so that others	to du; la changes to de la; l' changes to de l' and les changes to des. To write phrases/sentences starting with Je voudrais and choose the correct form of 'some'. To use adjectives to describe nouns. To answer questions in a complete sentence. To answer questions in a complete sentence To ask and answer questions in French. To take part in role play, speaking in French. Skills To engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether you like certain fruit. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for some. I can change the French word for 'the' to the French word for 'some'. To understand basic grammar rules appropriate to the language being	and feminine nouns. To use the correct masculine/feminine preposition. To use an English/French dictionary to translate from English to French. To understand that because a continent is always feminine the preposition 'en' is always used for 'in'. To speak in a complete sentence. To use the past tense in a sentence. To write a sentence and adapt it to create a new sentence. To use pronouns. Skills To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of countries and capitals of the United Kingdom To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of completing an activity sheet about the United Kingdom. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken. To broaden their vocabulary and develop their ability to understand new words that	question about a TV schedule. To say and write a sentence to tell the time. To say and write a sentence to tell the time. To take part in a Maths lesson on counting and time, in French. Skills To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day To engage in conversations; ask and answer questions in the context of a TV schedule To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable. To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time. Vocabulary: See planning Prior Learning: New unit – year 3 vocabulary.	forecast to a range of audiences. To distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. To speak a sentence about going on holiday. To answer a question about sports, orally and in writing. To answer a question about sports, orally and in writing. To answer a question about hobbies, orally and in writing. Skills Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of seasons and months. • I can write Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of seasons and months. Present ideas and information orally to a range of audiences, in the context of giving a weather forecast. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of
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	recognise and learn new language. To select and present information to other people. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens. To use familiar sounds and spellings to help me recognise and learn new language To present ideas and information orally to a range of audiences in the context of giving your address. To select and present information to other people. To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories. To use a bilingual dictionary to develop my vocabulary around a given topic. Vocabulary: See planning Prior Learning: New unit – year 3 vocabulary. Curriculum Links: English – speaking and listening Geography – towns and places. Resources: power points. Bilingual dictionaries (child	understand when they are reading aloud or using familiar words and phrases in the context of directions. To recognise and pronounce a familiar spelling pattern in different words. To describe people, places, things and actions orally and in writing in the context of directions. To use my knowledge of actions and directions to give instructions. To engage in conversations; ask and answer questions in the context of travelling round a town. To combine familiar language to create a new set of sentences. To engage in conversations; ask and answer questions in the context of travelling round a town. To combine familiar language to create To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of talking about travel. To give a sentence subject-verb agreement. a new set of sentences. Vocabulary: See planning Prior Learning: New unit – year 3 vocabulary. Curriculum Links: English – speaking and listening Geography – towns and places. Resources: power points • Small toy vehicles, planes,	studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of describing the colour of clothes. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking/answering questions in complete sentences about clothing and where you can buy certain items. To engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper. Vocabulary: See planning Prior Learning: New unit – year 3 vocabulary. Curriculum Links: English – speaking and listening Geography – towns and places. Resources: power points puppet • Music for stations game (suggested one of the French songs learnt) • White boards/paper Strips of paper for Line Bingo Euro Money Cut Outs Easter Treat Basket Paper Model	are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of animals in a zoo. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of animals in a zoo. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which continent animals are from. Vocabulary: See planning	Curriculum Links: Maths Resources: power points	temperatures of countries around the world Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of the topic 'Holidays'. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of answering questions about favourite sports Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about favourite sports. Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like. Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about hobbies, Vocabulary: See planning Prior Learning: New unit – year 3 vocabulary. Curriculum Links: English – speaking and listening Geography – towns and places. D.T. Resources: power points
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	and adult versions)	buses, etc. • puppet Bee-Bot or similar programmable control technology (if available) • Large die • Music of your choice – some lively, some calmer		Prior Learning: New unit – year 3 vocabulary. Curriculum Links: English – speaking and listening Geography – towns and places. Resources: power points Music for stations game (suggested one of the French songs learned) Atlases • French-English dictionaries • Access to the Internet. Strips of paper for Line Bingo		Music for Stations Game (suggested one of the French songs learned) • English/French dictionaries (optional) • Access to online translators (optional) • ‘Splatters’ such as fly swatters or rolled up paper for Splat Game
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