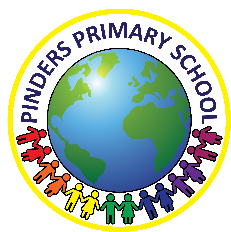
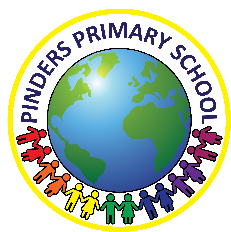
**Pinders Primary School Curriculum**



**Pinders Primary Topic Overviews**



**Key Stage 1**

|  |  |  |
| --- | --- | --- |
| **Term** | **Cycle A** | **Cycle B** |
| **Autumn** | **Pirates**  **Christmas** | **Fairies and Frogs**  **Christmas** |
| **Spring 1** | **Famous People/Events** | **Whatever the weather** |
| **Spring 2** | **Neighbourhood watch** | **Under the sea + Countries** |
| **Summer 1** | **Where the wild things are** | **How does your garden grow?** |
| **Summer 2** | **Contrasting world Location** | **Happy Families** |

**Lower Key Stage 2**

|  |  |  |
| --- | --- | --- |
| **Term** | **Cycle A** | **Cycle B** |
| **Autumn** | **Stone age to Celts** | **Fossils** |
| **Spring** | **Wider World** | **Window on the world** |
| **Summer** | **Ancient Greece** | **Invaders and Settlers** |

**Upper Key Stage 2**

|  |  |  |
| --- | --- | --- |
| **Term** | **Cycle A** | **Cycle B** |
| **Autumn** | **Poppies, Peace and Power** | **Space** |
| **Spring** | **Natural Disasters** | **Egyptians** |
| **Summer** | **Explorers (Jungle)** | **The Future…** |

**KS1 Long Term Overview**

**(Year 1, Year 2)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cycle A** | | | | | | **Cycle B** | | | | | |
| **Topic** | **Pirates** | **Christmas** | **London’s burning** | **Neighbourhood watch** | **Where the wild things are** | **Bernard the bear’s travels** | **Fairies and frogs** | **Christmas** | **Whatever the weather** | **Under the sea** | **How does your garden grow?** | **Happy families** |
| **Trip** |  |  |  | Walk of local area | Yorkshire Wildlife Park |  |  |  |  | The Deep | Community gardens |  |
| **English** | Narrative  Letter  Poem |  | Diary entry  Newspaper report | Recount | Non-chronological report | Letter  Postcard  Recount | Narrative |  | Narrative  Report  Poem | Narrative | Instructions | Non-chronological report |
| **Book** | The Night Pirates – Peter Harris |  |  |  | Where the Wild Things Are – Maurice Sendak |  | Goldilocks  Little Red Riding Hood  Jack and the Beanstalk |  | My Friend the Weather Monster |  | Non-fiction texts on plants | Non-fiction texts on families/ toys |
| **Science** | Materials  distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties | | Electricity | Humans  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  . | Animals  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify and name a variety of plants and animals in their habitats, including micro-habitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | Habitats  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. | Materials  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | Seasonal changes  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies | Animals  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Plants  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees | Light & dark |
| **History** |  |  | Great fire of London  Samuel Pepys  I can use words and phrase like: old, new and a long time ago.  I can explain how some people have helped us to have better lives.  I can use words and phrase like: before, after, past, present, then and now.  I can recount the life of someone famous from britain who lived in the past. I can explain what they did earlier and what they did later.  I can answer questions using books and the internet.  I can research the life of a famous person from the past using different sources of evidence. | Wakefield history  I can use words and phrase like: old, new and a long time ago.  I can find out things about the past by talking to an older person.  I can use words and phrase like: before, after, past, present, then and now.  I can answer questions using books and the internet. |  |  |  |  |  |  |  | I can explain how I have changed since I was born.  I can use words and phrase like: old, new and a long time ago.  I can recognise that some objects belonged to the past.  I can ask and answer questions |
| **Geography** | Oceans  Continents  Features of an island  Maps  I can describe some of the features of an island.  I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. |  |  | Local area  UK  Maps  I can explain where I live and tell someone my address.  I can name the four countries in the United Kingdom and locate them on a map.  I can name some of the main towns and cities in the United Kingdom.  I can explain how an area has been spoilt or improved and give my reasons.  I can explain the facilities that a village, town and city may need and give reasons.  I can name the capital cities of England, Wales, Scotland and Ireland.  I can find where I live on a map of the United Kingdom. |  | Place outside Europe  I can explain some of the things that are in hot and cold places.  I can explain the clothes I would wear in hot and cold places.  I can say what I like and do not like about a different place.  I can describe a place outside Europe using geographical words.  I can explain how jobs may be different in other locations.  I can explain how an area has been spoilt or improved and give my reasons.  I can explain the facilities that a village, town and city may need and give reasons.  I can name the continents of the world and locate them on a map. |  |  | Weather  I can keep a weather chart and answer questions about the weather.  I can explain some of the things that are in hot and cold places.  I can explain the clothes I would wear in hot and cold places.  I can explain how the weather changes throughout the year and name the seasons. | Oceans  Continents  I can name the continents of the world and locate them on a map.  I can name the oceans of the world and locate them on a map. |  |  |
| **DT** |  |  | 3D houses  I can use my own ideas to make something.  I can make my model stronger.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can think of an idea and plan what to do next.  I can choose tools and materials and explain why I have chosen them.  I can explain what went well with my work.  I can measure materials to use in a model or stucture. | Easter – vehicle to transport an egg  I can use my own ideas to make something.  I can describe how something works.  I can make a product which moves.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can think of an idea and plan what to do next.  I can choose tools and materials and explain why I have chosen them.  I can explain what went well with my work.  I can measure materials to use in a model or stucture. |  | Cooking – food from a different location  I can cut food safely.  I can use the basic principles of a healthy and varied diet to prepare dishes.  I can describe the ingredients I am using. |  |  | Design & make a kite  I can use my own ideas to make something.  I can make my model stronger.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can think of an idea and plan what to do next.  I can choose tools and materials and explain why I have chosen them.  I can explain what went well with my work.  I can measure materials to use in a model or stucture. | Easter – vehicle to transport an egg  I can use my own ideas to make something.  I can describe how something works.  I can make a product which moves.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can think of an idea and plan what to do next.  I can choose tools and materials and explain why I have chosen them.  I can explain what went well with my work.  I can measure materials to use in a model or structure. |  | Blanket for their home  I can use my own ideas to make something.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can think of an idea and plan what to do next.  I can choose tools and materials and explain why I have chosen them.  I can explain what went well with my work.  I can explain why I have chosen specific textiles. |
| **Art** |  | Christmas cards  I can cut, roll and coil materials.  I can create a printed piece of art by pressing, rolling, rubbing and stamping. | Fire scenes  I can create brown with paint.  I can create tones with paint by adding black.  I can create tints with paint by adding white. | Artist – Lowry  I can describe what I can see and give an opinion about the work of an artist.  I can ask questions about a piece of art.  I can use pencils to create lines of different thickness in drawings.  I can create a piece of art in response to the work of another artist.  I can suggest how artists have used colour, pattern and shape.  I can choose and use three different grades of pencil when drawing.  I can use charcoal, pencil and pastel to create art. |  |  |  | Christmas cards  I can use IT to create a picture.  I can use different effects within an IT paint package. | Weather paintings  I can show how people feel in paintings and drawings.  I can create moods in art work.  I can name the primary and secondary colours.  I can mix paint to create all of the secondary colours. |  | Artist – Van Gogh (Sunflowers)  I can describe what I can see and give an opinion about the work of an artist.  I can ask questions about a piece of art.  I can create a piece of art in response to the work of another artist.  I can suggest how artists have used colour, pattern and shape. | Clay pots for their home  I can make a clay pot.  I can join two clay finger pots together.  Artefact – toy  I can use a viewfinder to focus on a specific part of an artefact before drawing it. |
| **ICT** | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can recognise common uses of information technology beyond school | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can create and debug simple programs.  I can use logical reasoning to predict the behaviour of simple programs. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  create and debug simple programs  use logical reasoning to predict the behaviour of simple programs | | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can use technology purposefully to create, organise, store, manipulate and retrieve digital content | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  I can create and debug simple programs.  I can use logical reasoning to predict the behaviour of simple programs. | E-Safety  I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| **RE** |  |  |  |  |  |  |  |  |  |  |  |  |

**Long Term Overview – Lower Key Stage 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Cycle A | | | Cycle B | | |
| Topic | **Stone age to Celts** | **Wider World** | **Ancient Greece** | **Jurassic Park** | **Window on the world** | **Invaders and Settlers** |
| Trip | Stone Age day at Murton Park Farming Museum |  |  | Museum ??? | Local Studies | Yorvik |
| English  \* | Stories with Historical Settings    Explanations | Travel Brochures and Leaflets    Stories from a Range of Cultures | Myths & Legends  Newspapers & persuasive writing | Non-chronological letter  Exploring Poetic Form  Poems to Perform | Plays  Stories which Raise Issues and Dilemmas  Formal and Informal Writing | Battle Recount  Information Text |
| Book | Stone Age Boy | Oliver & the seawigs | Collection of Greek Myths & Legends |  |  | Horrible History series |
| Science  Purple – Y3 LOs  Red – Y4 LOs | Rocks  I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.  I can recognise that soils are made from rocks and organic matter. | Animals & Humans  I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.  I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.  I can observe how magnets attract or repel each other and attract some materials and not others.  I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  I can  describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.  I can recognise that living things can be grouped in a variety of ways.  I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  I can recognise that environments can change and that this can sometimes pose dangers to living things.  I can describe the simple functions of the basic parts of the digestive system in humans.  I can identify the different types of teeth in humans and their simple functions.  I can construct and interpret a variety of food chains, identifying producers, predators and prey. | Forces & magnets  I can compare how things move on different surfaces.  I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.  I can observe how magnets attract or repel each other and attract some materials and not others.  I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  I can describe magnets as having two poles.  I can predict whether two magnets will attract or repel each other, depending on which poles are facing. | States of Matter  I can compare and group materials together, according to whether they are solids, liquids or gases.  I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Animals, humans & plants – Environments  I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  I can Investigate the way in which water is transported within plants.  I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Sound, Light & Electricity  Light:  I can recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  I can recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the size of shadows change.  Sound:  I can identify how sounds are made, associating some of them with something vibrating.  I can recognise that vibrations from sounds travel through a medium to the ear.  I can find patterns between the pitch of a sound and features of the object that produced it.  I can recognise that sounds get fainter as the distance from the sound source increases.  **Electricity:**  I can identify common appliances that run on electricity.  I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  I can recognise some common conductors and insulators, and associate metals with being good conductors. |
| History  Purple – Y3 LOs  Red – Y4 LOs | Stone age to Celts  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can research in order to find similarities and difference between two or more periods of history.  I can explain how historic items and artefacts can be used to help build up a picture of life in the past.  I can explain how an event from the past has shaped our life today. | Non-European Society  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can research in order to find similarities and difference between two or more periods of history.  I can plot events on a timeline using centuries.  I can use my mathematical skills to round up time difference into centuries and decades  I can explain how historic items and artefacts can be used to help build up a picture of life in the past. | Ancient Greece  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can research in order to find similarities and difference between two or more periods of history.  I can explain how the lives of wealthy people were different from the lives of poorer people  I can explain how historic items and artefacts can be used to help build up a picture of life in the past. | Fossils  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can explain how historic items and artefacts can be used to help build up a picture of life in the past. | Local Historical Study  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can research in order to find similarities and difference between two or more periods of history.  I can research two versions of an event and explain how they differ.  I can research what it was like for children in a given period of history and present my findings to an audience.  I can explain how the lives of wealthy people were different from the lives of poorer people  I can explain how historic items and artefacts can be used to help build up a picture of life in the past. | Roman Empire & impact on Britain  Viking & Anglo-Saxon struggle  I can describe events from the past using dates when things happened.  I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.  I can use research skills to find answers to specific historical questions  I can research in order to find similarities and difference between two or more periods of history.  I can explain some of the times when Britain has been invaded.  I can research two versions of an event and explain how they differ.  I can research what it was like for children in a given period of history and present my findings to an audience.  I can explain how the lives of wealthy people were different from the lives of poorer people  I can explain how historic items and artefacts can be used to help build up a picture of life in the past. |
| Geography  Purple – Y3 LOs  Red – Y4 LOs | Physical and Human Geography  I can use the correct geographical words to describe a place.  I can use some basic Ordnance Survey map symbols.  I can use an atlas by using the index to find places.  I can carry out research to discover features of villages, towns and cities.  I can plan a journey to a place in England.  I can explain why people may be attracted to live in cities.  I can explain why people may choose to live in one place Rather than another.  I can explain the difference between the British Isles, Great Britain and the United Kingdom.  I can find at least six cities in the UK on a map.  I can name and locate some of the main islands that surround the United Kingdom.  I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. | World Locations - Maps, Globes, Plans  I can use the correct geographical words to describe a place.  I can use an atlas by using the index to find places.  I can describe how volcanoes are created.  I can name a number of countries in the northern hemisphere.  I can name and locate the capital cities of neighbouring European countries.  I can carry out research to discover features of villages, towns and cities.  I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise level etc)  I can explain why people may be attracted to live in cities.  I can explain why people may choose to live in one place Rather than another.  I can locate the Tropic of Cancer and Tropic of Capricorn. | European Study – Greece  I can use the correct geographical words to describe a place.  I can use an atlas by using the index to find places.  I can describe how volcanoes are created.  I can locate and name some of the worlds most famous volcanoes.  I can describe how earthquakes are created.  I can carry out research to discover features of villages, towns and cities.  I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise level etc)  I can explain why people may be attracted to live in cities.  I can explain why people may choose to live in one place Rather than another.  I know the countries that make up the European Union. | Physical and Human Geography  I can use the correct geographical words to describe a place.  I can use an atlas by using the index to find places.  I can name and locate the capital cities of neighbouring European countries.  I can carry out research to discover features of villages, towns and cities.  I can plan a journey to a place in England. | Locality, UK and Beyond  I can use the correct geographical words to describe a place.  I can use some basic Ordnance Survey map symbols.  I can use an atlas by using the index to find places.  I can name and locate the capital cities of neighbouring European countries.  I can carry out research to discover features of villages, towns and cities.  I can plan a journey to a place in England.  I can explain why people may be attracted to live in cities.  I can explain why people may choose to live in one place Rather than another.  I know the countries that make up the European Union.  I can find at least six cities in the UK on a map.  I can name and locate some of the main islands that surround the United Kingdom.  I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. | Geographical skills – invaders routes  I can use the correct geographical words to describe a place.  I can use an atlas by using the index to find places.  I can name a number of countries in the northern hemisphere.  I can name and locate the capital cities of neighbouring European countries.  I can carry out research to discover features of villages, towns and cities.  I can plan a journey to a place in England.  I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. |
| DT  Purple – Y3 LOs  Red – Y4 LOs | Designing Project - Stone Age house  I can prove that my design meets some set criteria  I can follow a step-by-step plan, choosing the right equipment and materials  I can choose a textile for both its suitability and its appearance.  I can select the most appropriate tools and techniques for a given task.  I can work accurately to measure, make cuts and make holes.  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can explain how I have improved my original design  I can present a product in an interesting way.  I can measure accurately  I can persevere and adapt my work when my original ideas do not work. | Cooking techniques from around the world  I can follow a step-by-step plan, choosing the right equipment and materials  I can select the most appropriate tools and techniques for a given task.  I can describe how food ingredients come together  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can evaluate and suggest improvements for my designs  I know how to be both hygienic and safe when using food. | Textiles/fabric project – Greek Legend puppet  I can prove that my design meets some set criteria  I can follow a step-by-step plan, choosing the right equipment and materials  I can design a product and make sure it looks attractive.  I can choose a textile for both its suitability and its appearance.  I can select the most appropriate tools and techniques for a given task.  I can work accurately to measure, make cuts and make holes.  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can explain how I have improved my original design  I can present a product in an interesting way.  I can measure accurately  I know how to be both hygienic and safe when using food. | Textiles/fabric project – Archaeologist bag  I can prove that my design meets some set criteria  I can follow a step-by-step plan, choosing the right equipment and materials  I can design a product and make sure it looks attractive.  I can choose a textile for both its suitability and its appearance.  I can select the most appropriate tools and techniques for a given task.  I can work accurately to measure, make cuts and make holes.  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can evaluate and suggest improvements for my designs  I can explain how I have improved my original design  I can present a product in an interesting way.  I can measure accurately  I can persevere and adapt my work when my original ideas do not work.  I know how to be both hygienic and safe when using food. | Cooking – Healthy eating  I can follow a step-by-step plan, choosing the right equipment and materials  I can select the most appropriate tools and techniques for a given task.  I can describe how food ingredients come together  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can evaluate and suggest improvements for my designs  I can present a product in an interesting way.  I can measure accurately  I know how to be both hygienic and safe when using food. | Design Project – Chariot  I can prove that my design meets some set criteria  I can follow a step-by-step plan, choosing the right equipment and materials  I can design a product and make sure it looks attractive.  I can select the most appropriate tools and techniques for a given task.  I can make a product which uses both electrical and mechanical components.  I can work accurately to measure, make cuts and make holes.  I can evaluate my product and suggest improvements.  I can use ideas from other people when I am designing.  I can produce a plan and explain it.  I can evaluate and suggest improvements for my designs  I can evaluate and suggest improvements for my designs  I can explain how I have improved my original design  I can present a product in an interesting way.  I can measure accurately  I can persevere and adapt my work when my original ideas do not work. |
| Art  Purple – Y3 LOs  Red – Y4 LOs | Cave Drawings – Chalks & Pastels  I can use sketches to produce a final piece of art.  I can use different grades of a pencil to shade and to show different tones and textures.  I can create a background using a wash.  I can recognise when art its from different historical periods.  I can show facial expressions and body language in sketches and paintings.  I can use marks and lines to show textures in my art.  I can use line, tone, shape and colour to represent figure and forms in movement. | Printing  Painting – Warhol  I can create a background using a wash.  I can use a range of brushes to create different effects in painting.  I can identify the techniques used by different artists.  I can use digital images and combine with other media in my art.  I can use IT to create art which includes my own work and that of others.  I can compare the work of different artists.  I can use line, tone, shape and colour to represent figure and forms in movement.  I can print onto different materials using at least four colours.  I can experiment with styles used by other artists. | Modelling & Sculpting:  Greek pots  I can use a range of brushes to create different effects in painting.  I can identify the techniques used by different artists.  I can use digital images and combine with other media in my art.  I can recognise when art is from different cultures.  I can recognise when art its from different historical periods.  I can sculpt clay and other mouldable materials.  I can explain some of the features of art from historical periods. | Drawing  I can use sketches to produce a final piece of art.  I can use different grades of a pencil to shade and to show different tones and textures.  I can identify the techniques used by different artists.  I can compare the work of different artists.  I can show facial expressions and body language in sketches and paintings.  I can use marks and lines to show textures in my art.  I can use line, tone, shape and colour to represent figure and forms in movement.  I can show reflections in my art  I can experiment with styles used by other artists. | Modelling & Sculpting – Hepworth  I can use sketches to produce a final piece of art.  I can use different grades of a pencil to shade and to show different tones and textures.  I can identify the techniques used by different artists.  I can compare the work of different artists.  I can use marks and lines to show textures in my art.  I can use line, tone, shape and colour to represent figure and forms in movement.  I can print onto different materials using at least four colours.  I can sculpt clay and other mouldable materials.  I can integrate my digital images into my art.  I can experiment with styles used by other artists. | Mix Media-Textiles, Collage, mosaics  I can create a background using a wash.  I can use a range of brushes to create different effects in painting.  I can identify the techniques used by different artists.  I can use digital images and combine with other media in my art.  I can use IT to create art which includes my own work and that of others.  I can print onto different materials using at least four colours.  I can sculpt clay and other mouldable materials.  I can integrate my digital images into my art.  I can explain some of the features of art from historical periods. |
| ICT | I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| French  Year 3  Purple LOs  Year 4  Red LOs | Lesson 1-4  I can understand and say my numbers 0-10 in French  I can meet and establish common letter strings, eu ,oi, ua ,ui  I can participate in a short exchange, greeting someone.  I can identify rhyming words in a poem.  I can answer the register appropriately.  I can auditory discriminate between un/une.  I can enjoy making French sounds and copying intonation patterns.  I can revise ‘Comment ca va’ and respond.  I can follow simple classroom commands.  I can introduce myself by understanding, asking, and answering the question; ’What is your name?’  I can understand and use the forms of address for adults.  I can perform a short role play.  I can meet typical French first names and surnames.  I can sing a carol/song in French. | Lesson 5-8  I can read and revise 0-10, and extend with numbers 11-15.  I can participate in chorusing a finger rhyme ’deux petits oiseaux’.  I can understand and respond to the question ‘How old are you?’  I can warm up for a PE lesson by performing the actions to a French song.  I can understand and say the names for some colours in French.  I can practise the sounds of the letter strings oi and eu by responding to the sounds as they occur in a poem.  I can understand and be able to say 11 colours in French.  I can write a short sentence in French to accompany display work.  I can recognise how to pronounce ‘on’ in French.  I can understand and say the names of 6 fruits in French.  I can understand and respond to the question ‘Ces’t bon pour la sante’  I can develop an understanding of customs and traditions-Easter | Lesson 9-11  I can make up a rhythm and chant a list of food items from a French poem.  I know numbers 0-12 and recognise letter strings oi and eu.  I can listen and respond to an authentic nursery rhyme.  I can listen and respond to an extended text.  I can participate in reading a story in French and give a physical response to phrases/words.  I can match sounds to the written word and re-order sentences from the text.  I can copy write individual words correctly.  I know the days of the week in French.  I can understand the 12 months of the year in French.  I can say the months of the year with accurate pronunciation.  I can recognise the months of the year in written form. | **Lessons 1-7**  **I can understand and give the names of 7 parts of the body.**  **I can listen and follow a short story.**  **I can understand that all nouns have a gender in French.**  **I can ask and say something in French.**  **I can listen and identify a key sound as it occurs in a rhyme.**  **I can recite a nursery rhyme with accurate pronunciation.**  **I can read and demonstrate understanding of a short text.**  **I can say the names of 6 zoo animals from memory.**  **I can follow a story using visual clues.**  **I can recognise some letters of the alphabet in French.**  **I can say the 5 vowel sounds in French.**  **I can say and write a simple sentence in French using a noun, verb and adjective.**  **I can participate in a short drama.**  **I can play a game in groups.**  **I can say 2 weather conditions and 4 items of clothing with accurate pronunciation.**  **I can participate in singing a French song.**  **I can write individual words and short sentences for a display** | **Lessons 8-14**  **I can recite a short poem from memory.**  **I can learn a French nursery rhyme.**  **I can identify rhyming words in shorter texts.**  **I know how to pronounce the letter string –in**  **I can say family members in French.**  **I can say the names of the family members, Knowing when to use il and elle.**  **I can present a short role play introducing family members.**  **I can ask for and give information about brothers and sisters.**  **I can recognise plural forms.**  **I can acquire cultural knowledge about family life in France.**  **I can recognise rhyming words in a song and understand that the final consonant is not pronounced in French.**  **I can recognise the similarities between traditional stories in French and in English.**  **I can follow a French story and be able to join in reading sections with the teacher.**  **I can recognise word classes; nouns and verbs in French.**  **I can follow the names of 8 pets in French and to be able to pronounce the accurately.**  **I can say a sentence in French using J’ai and Je n’aipas de to talk about pets.**  **I can understand simple rules for converting singular nouns into a plural form.**  **I can present a rhyme in French to a group of listeners.**  **I know some details about the kind of pets that are popular in France.**  **I can follow a short text as it is read aloud.**  **I can write a simple sentence for display work.**  **I know about some French traditions relating to Easter.**  **I can identify specific items of vocabulary in a longer text.**  **I can produce a sentence in oral and written form to describe a painted egg.** | **Lessons 15-20**  **I can recognise word classes; noun, verb, adjective**  **I can sort words into dictionary order by first/second letter.**  **I can become familiar with the layout of a simple bilingual dictionary; 2 sections ,alphabetical order, use of head words.**  **I can participate in playing a traditional game and sing accompanying song.**  **I can identify common sounds in a list of verbs.**  **I can identify new strategies for learning new vocabulary.**  **I can attempt a short dictation activity.**  **I can understand a paragraph detailing likes/dislikes of leisure pursuits.**  **I can express likes/dislikes of leisure**  **Activities in oral and written form.**  **I can recognise positive/ negative statements.**  **I can understand and follow an interview between 2 native French speakers talking about hobbies.**  **I can conduct a short interview working with a partner asking/answering questions on leisure activities.**  **I can understand and say numbers 12-31**  **I can play a game that is popular in France.**  **I can understand that typical leisure activities can vary between regions and countries.**  **I can collect results of a class survey.**  **I know the names of 5 means of transport.**  **I know the names and locations of some major ports and airports in France.**  **I can understand different possibilities for travelling abroad.**  **I can access information to plan a journey.**  **I can pack an imaginary suitcase for a weekend in the South of France and label the items within it.** |
| RE |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |

Would PE still be in half term?????

**Upper Key Stage 2 - Long Term Overview**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Cycle A | | | Cycle B | | |
| Topic | Poppies, Peace and Power | Natural Disasters | Explorers | Space | Eqyptians | The future |
| Trip | Remembrance day/Mayoral Visit | Coastline trip | Tropical World | Space Museum | Bagshaw Museum | Museum of Science and Industry |
| English  \* | Poetry – Tranches  1st account  Diary | Accounts of disasters  Newspaper Recount  Leaflets  Explanations | Non-chronological  Description  Famous Author  Biography | Explanation  Newspaper Recount  Story  Biography  Poetry | Play script  Non-Chronological  Reports  Dairy | Persuasive  Story Writing  Instruction  Autobiography |
| Book | Christmas Truce  Archie’s War | Wreck of Zanzibar | Jungle Book | Cosmic | Richard Platt-Journal of Nalcht | Artemis Fowl – Eoin Colfer |
| Science | Rocks and Soils – Trenches  Lights – Circuits (Blackout)  I can planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Using test results to make predictions to set up further comparative and fair tests.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  II can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  I can recognise that light appears to travel in straight lines.  I can 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.  I can 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.  I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Forces  I can planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Using test results to make predictions to set up further comparative and fair tests.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces  I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Life Cycles  I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  I can describe the life process of reproduction in some plants and animals.  I can describe the changes as humans develop to old age.  I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  I can give reasons for classifying plants and animals based on specific characteristics.  I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  I can describe the ways in which nutrients and water are transported within animals, including humans. | Space  I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  I can describe the movement of the Moon relative to the Earth.  Using test results to make predictions to set up further comparative and fair tests.  I can describe the Sun, Earth and Moon as approximately spherical bodies.  I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | Materials and Change  I can planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  Using test results to make predictions to set up further comparative and fair tests.  I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  \i can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  I can demonstrate that dissolving, mixing and changes of state are reversible changes.  I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  Provide reasoned justifications for their views. | Electricity and Circuits  I can planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  Using test results to make predictions to set up further comparative and fair tests.  I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  I can 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.  I can use recognised symbols when representing a simple circuit in a diagram. |
| History | WW1  Monarchs  I can draw a timeline with different historical periods showing Key historical events or lives of significant people.  I can compare two or more historical periods; explaining things which changed and things which stayed the same.  I can explain how Parliament affects decision making in England  I can identify and explain propaganda  I can describe a key event from Britain's past using a range of evidence from different sources. |  | British Empire  Early Settlers – Spanish  I can draw a timeline with different historical periods showing Key historical events or lives of significant people.  I can summarise how Britain has had a major influence on the world.  I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). | Space Race  I can test out a hypothesis in order to answer questions.  I can summarise the main events from a period of history, explaining the order of events and what happened.  I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. | Ancient Civilisation – Non European Society  I can describe how crime and punishment has changed over a period of time.  I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.  I can place features of historical events and people from the past societies and periods in a chronological framework. | Time Capsules 🡪 Current era  I can explain how our locality has changed over time.  I can place features of historical events and people from the past societies and periods in a chronological framework. |
| Geography | Global effects of War  I can explain how a location fits into its wider geographical location with reference to human and economical features. | Climate Change  I can name and locate many of the world's most famous mountainous regions in a atlas.  I can identify and name the Tropics of Cancer and Capricor as well as the Artic and Antarctc Circles.  I can locate and name some of the worlds most famous volcanoes.  I can describe how earthquakes are created. | Amazon/Rainforest  Tourism  I can plan a journey to a place in another part of the world, taking account of distance and time.  I can explain the course of a river.  I can name and locate many of the world's most famous rivers in a atlas. | Earth’s climate  Earth from space  I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.  I can explain how time zones work and calculate time differences around the world. | Egypt  Physical geography  Settlement locations  I can explain why many cities are situated on or close to rivers.  I can explain why people are attracted to live by rivers.  I can name the largest desert in the world and locate desert regions in a an atlas. | Local Study  I can use Ordnance Survey symbols and 6 figure grid references.  I can answer questions by using a map.  I can describe how some places are similar and dissimilar in a relation to their human and physical features. |
| DT | Shelter  I can come up with a range of ideas after collecting information from different sources.  I can produce a detailed, step by step plan.  I can suggest alternative plans; outlining the positive features and draw backs  I can evaluate appearance and function against original criteria  I can use a range of tools and equipment competently.  I can make a prototype before making a final version | Design disaster container  I can come up with a range of ideas after collecting information from different sources.  I can produce a detailed, step by step plan.  I can suggest alternative plans; outlining the positive features and draw backs  I can explain how a product will appeal to a specific audience.  I can evaluate appearance and function against original criteria  I can use a range of tools and equipment competently. |  | Rocket Design  Sun Dial  I can produce a detailed, step by step plan.  I can suggest alternative plans; outlining the positive features and draw backs  I can evaluate appearance and function against original criteria  I can use a range of tools and equipment competently. | Make a pyramid with traps  I can produce a detailed, step by step plan.  I can follow and refine my plans  I can evaluate appearance and function against original criteria  I can use a range of tools and equipment competently.  I can make a prototype before making a final version  I can justify my plans in a convincing way. | Healthy food  I can use market research to inform my plans and ideas  I can explain how a product will appeal to a specific audience.  I can evaluate appearance and function against original criteria  I can use a range of tools and equipment competently.  I show that I can be both hygienic and safe in the kitchen.  I can show that I consider culture and society in my plans and designs  I can work within a budget  I can explain how products should be stored and give reasons |
| Art | Henry Moore – Shelter (Pastel)  I can express emotion in my art.  I can research the work of an artist and use their work to replicate a style.  I can explain the style of my work and how it has been influenced by a famous artist.  I can use feedback to make amendments and improvement to my art. | Hokusai – Wave (Print/Drawings)  I can create an accurate print design following criteria.  I can research the work of an artist and use their work to replicate a style.  I can explain the style of my work and how it has been influenced by a famous artist.  I can over print to create different patterns.  I can use feedback to make amendments and improvement to my art. | Picasso – animals (Mixed Media)  I can organise line, tone, shape and colour to represent figures and forms in movement.  I can research the work of an artist and use their work to replicate a style.  I can explain the style of my work and how it has been influenced by a famous artist.  I can explain why I have used different tools to create art.  I can use feedback to make amendments and improvement to my art.  I can use a range of e-resource to create art. | Photography – Collage/Pastels/Chalks  I can use shading to create mood and feeling.  I can use images which I have created, scanned and found;altering them where necessary to create art.  I can explain why I have chosen specific techniques to create my art.  I can use feedback to make amendments and improvement to my art.  I can use a range of e-resource to create art. |  | Barbra Hepworth – Sculpture  I can identify and draw objects and use marks and lines to produce texture.  I can successfully use shading to create mood and feeling.  I can use feedback to make amendments and improvement to my art. |
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| ICT | Coding messages (Engima) Logic Reasoning – Alan Turnin  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Design an early warning system  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Search Engine/Research and Evaluate  understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Game Design (Rocket)  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Pyramid game  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Networks  understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| French | Year 5  Lessons 1-7  I can recite a short text with accurate pronunciation.  I can say what buildings can be found on the high street.  I can recognise similarities and differences in the high street, at home and in France.  I can identify the position of adjectives in a sentence.  I can understand the function of words in a sentence.  I can memorise and present two more three sentences describing the high street.  I can ask for a place in French.  I can give basic directions in French.  I can take part in a simple conversation.  I know how to add expression and authenticity to a short dialogue.  I can appreciate how activity on the high street changes at different times, and be able to express this in French.  I can substitute adjectives and quantifiers into a sentence.  I can collect and record evidence and express it in simple terms in French.  I can understand a short story containing familiar language  I can match text and pictures from the story.  I can write short phrases and accompany display work.  I can recite a short text with accurate pronunciation.  I can follow the transcript of a short story.  I can learn and join in singing a French carol. | Year 5  Lessons 8-14  I can understand that eating well and taking exercise are necessary to be healthy.  I can express likes/dislikes of different sporting activities in French.  I can prepare a keep fit plan for the week ahead.  I can find words in a dictionary and check spellings.  I can understand that taking exercise is an essential part of keeping healthy.  I can say numbers 1-50 in French.  I can join in a playground game, reciting French with accurate pronunciation.  I can Understand that exercise causes the pulse rate to increase.  I can understand comparative statements in French.  I can contribute to a class display.  I can say 10 food items in French.  I can demonstrate understanding of others expressing likes/dislikes.  I can locate words in a bilingual dictionary.  I can take part in a conversation expressing likes/dislikes of different foods.  I can produce a presentation with sentences stating likes/dislikes.  I can extend basic sentences by introducing connectives-et, mais, aussi.  I can understand the importance of healthy eating and design a balanced meal, with food items labelled.  I can memorise and present a short rhyme.  I can identify similarities and differences in eating habits and customs, between the UK and France.  I can share strategies for learning vocabulary with other children.  I know what is eaten at breakfast time in France.  I can say the names of 6 breakfast food/drink items in French.  I can take part in a breakfast role-play situation, offering/asking for/ accepting/ refusing items in French. | Year 5  Lessons 15-20  I can follow a demonstration in French of the method for making a dessert.  I can recreate the method using sentence cards.  I can write a simple shopping list of the ingredients needed to make the dessert using a reference.  I can give the date in French.  I can identify the date from an audio recording.  I can understand and say 9 weather conditions.  I can identify the type of material heard on an audio recording.  I can make up a short rhyming poem using weather conditions.  I can join in and present a mini weather report in French.  I can write 2/3 sentences describing the weather in each season in the UK.  I can learn and join in singing a traditional French song.  I can identify different word classes and specific vocabulary in an extended authentic text.  I can say where I live and reuse previously learned language to describe the weather.  I can understand that there are ‘stereotypical’ images associated with countries.  I can be aware of how these images compare with reality.  I can consider key similarities and differences in daily life in the U and |France.  I can identify similarities/differences in supermarkets in the UK and France.  I can review key vocabulary and structures learned in Y5. | Year 6  Lessons 1-7  I can be familiar with classroom routines, giving information appropriately in French.  I can follow instructions.  I can begin preparations for a classroom sketch.  I can contribute to a class presentation and perform to an audience.  I can present confidently, speak audibly and clearly with good pronunciation.  I can understand key details from an authentic text, recalling vocabulary learned in previous years and using a dictionary as appropriate.  I can be aware of some cultural to school uniform and school life.  I can add 2 short verses to a rhyming poem.  I can understand details including opinions from several short spoken passages.  I can construct a short paragraph by adapting a model.  I can say the names of members of the family in French.  I can demonstrate understanding of a short text by responding to true/false questions.  I can follow a story as it is read aloud demonstrating understanding of main points and opinions expressed in the story.  I can say the names of 5 occupations in French.  I can understand that word order/sentence structure may be different in a foreign language.  I can understand that some nouns for occupations change their spelling in relation to gender.  I can understand key details from a short spoken passage.  I can play a game using phrases in French to communicate with other players.  I can recognise adjectival agreements in a short text.  I can read aloud phrases from a text using a variety of voices and expressions.  I can prepare songs and sketches for performance.  I can play a game in a group, using French phrases to communicate.  I can sing French songs with accurate pronunciation.  I can speak audibl yand clearly with good pronunciation and perform to an audience. | Year 6  Lessons 8-14  I can be aware of cultural differences in housing abroad and at home.  I can match sound to individual words in a list of unfamiliar vocabulary.  I can identify the sounds of some letters in the alphabet.  I can recognise the meaning of 8 rooms of the house in French.  I can contribute to a shared writing task describing an ideal home.  I can produce own piece of writing, adapting a model.  I can memorise and perform a verse from a song.  I can understand the gist of an audio recording, matching adjectives to nouns.  I can identify different text types.  I can identify nouns and adjectives contained in a text.  I can be familiar with the abbreviations used in a dictionary to identify noun, verb, adjective, and adverb.  I can recognise potential hazards when using dictionaries and understand how abbreviations can help.  I can read phrases with appropriate intonation and expression.  I can ask for repetition/clarification in French.  I can use knowledge of pronunciation rules and sound patterns to create a rap using familiar vocabulary.  I can sustain an unrehearsed conversation of at least 4 exchanges.  I can find key information from an authentic text.  I can understand where French is spoken throughout the world.  I can choose a country or town for a holiday, investigating climate and selecting dates. | Year 6  Lesson 15-20  I can choose a type of accommodation and write a letter to book accommodation.  I can research and decide upon travel arrangements and note plans in French.  I can research food typical of the country and make a note in French of dishes to try.  I can use immediate future tense successfully to express intentions in written form.  I can find places of interest at holiday destination, using the internet.  I can write a programme of activities for a week on holiday using the future tense.  I can complete a preparation needed to present cultural information about a French-speaking country.  I can present information about an aspect of culture.  I can review key vocabulary and structures learned in year 6. |
| RE |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |