



Adventurous Explorers



Slave trade

Year 5/6

History

As **Historians**, we will study the Transatlantic slave trade and the impact it has on the world. We will look at a timeline of how the slave trade developed in Western civilisations and the countries the slaves were taken from. Children will then examine the different elements to an enslaved persons life and what their day may have looked like and the treatment they endured. They will be able to draw comparisons between their lives and empathise with those who were enslaved. Children will then research the abolition of the slave trade and briefly look at the key figures that were integral to this, and will later research these significant people in more detail. We will also at the different timelines for abolition of slavery, for example comparing Britain and America. Children will also understand what slaves were used for in Britain and how they impacted the overall wealth of British Empire. Finally, children will research in depth William Wilberforce and either Harriet Tubman or Olaudah Equiano, and discover how they impacted the slave trade as a whole and Britain.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>NC3:To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>NC4: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Year 5 will know: How to arrange events in chronological order The impact Anglo-Saxons had on Britain and what legacy they left.</p> <p>Year 6 will know: The periods of British history and where the Vikings fall within that. That historical sources provide pieces of information and multiple sources can create a bigger picture. The life and homes of Vikings and why they were that way.</p>	<ul style="list-style-type: none"> Place dates and events on a timeline for the period being studied and use BC/ AD, years/ centuries relating to period studied. Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past. Begin to formulate, with support, historically valid questions. Begin to evaluate the usefulness of different sources. Answer historical questions. Use various sources to piece together information about a period of history. 	<ul style="list-style-type: none"> In 1564, Sir John Hawkins makes his second enslavement voyage with the support of the monarchy William Wilberforce was a key factor in the abolishment of the Slavery Act and to emancipate all enslaved people. Slaves working on plantations are most likely from the Caribbean, or Africa. They lived on huge plantations and helped grow sugar canes. Slavery is when people are enslaved. An enslaved person is someone who has no freedom or rights and is never paid for any work done. Often, enslaved people are captured by force, then bought and sold like property. People who were enslaved in the past contributed to the wealth of Britain.

Sequence of Learning

<p>Timeline of the slave trade</p> <ul style="list-style-type: none"> Children will look at key events from the transatlantic slave trade, including significant people and when it started and ended. 	<p>Plantation life</p> <ul style="list-style-type: none"> Children will look at the life of a plantation worker and the life of a slave in the UK and America. Children will understand and draw comparisons between their lives and slaves. 	<p>Abolition of the slave trade.</p> <ul style="list-style-type: none"> Children will research how the abolition of the slave trade took place, and briefly look at the significant people that helped it happen. They will also look at the different time frames that this took place in different countries. <p>(Also discuss modern slavery)</p>	<p>Britain and the slave trade</p> <ul style="list-style-type: none"> Children will understand how the slave trade began in Britain and what it was used for. Children will understand how British people treated slaves, who owned them and the impact this had on society. 	<p>Significant people.</p> <ul style="list-style-type: none"> Children will research William Wilberforce and the impact that he had around the world. Children will research a significant slave and how they impacted the world. (Harriet Tubman or Olaudah Equiano) 	<p style="text-align: center;">Assessment</p> <p><u>Substantive knowledge</u></p> <p>Create their own quiz about what they have learnt to test their friends. Share answers and understanding.</p> <p><u>Disciplinary knowledge</u></p> <p>Create a poster as a partnership to show their understanding of the slave trade and what they think are the key facts.</p>
Transatlantic triangle	Plantation	Abolition, abolitionists	Slave trade, British Empire	Emancipation Enslavement	

Geography

As Geographers, we will find out about people from Africa who were enslaved and the journey they took across the Atlantic Ocean. Children will learn all about the Transatlantic slave trade, they will be able to explain the trade triangle and the travel conditions of the slaves as well as identify the goods transported as part of the slave trade. Children will make comparisons of Africa and the U.K and plot on a map where the slave trade happened. In year 6 children will study Biomes, understand what a biome is and research the three main types of world biomes forests. In year 5 children will investigate the plantations of America and use sketch maps to show their findings. Children will also research and learn about Globalisation and discuss what the global economy is like in a less developed country compared to a more developed country.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC4: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>NC5a: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>NC5b: To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>NC6: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Year 5 will know:</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Year 6 will know:</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<ul style="list-style-type: none"> To use a wide range of maps and atlas' To use technology to locate different countries Name and locate key characteristics of specific countries 	<ul style="list-style-type: none"> The Triangular Trade Route describes the three stages of the transatlantic slave trade during its most prolific period, between 1740 and 1810. The third stage of the Triangular Trade Route involved the ships returning with goods grown on the plantations by the enslaved Africans. These goods (such as sugar, coffee and cotton) were then sold to the people of Britain and beyond, completing the triangle. The process would then begin again The plantation system developed in the American South as British colonists arrived in what became known as Virginia and divided the land into large areas suitable for farming. Plantation slaves lived in small shacks with a dirt floor and little or no furniture.

Sequence of Learning

<p>All about the Transatlantic slave trade .</p> <ul style="list-style-type: none"> What was the Transatlantic slave trade? Explain trade triangle and travel conditions of the slaves. Detail of goods that were transported and the trade triangle routes. 	<p>Comparison of Africa and England</p> <ul style="list-style-type: none"> Plot on a map where the slave trade took place in the U.K and in Africa. Children to research and make comparisons of the physical geography. 	<p>Year 6—Biomes</p> <ul style="list-style-type: none"> Explain definition of longitude and latitude. What is a biome? Explain the different types of world biomes. Explain the three main types of world biomes forests. What's it like in a temperate forest biome? What animals are found in the temperate biome in the U.K? <p>Year 5—sketch maps/plantations of America.</p> <ul style="list-style-type: none"> What was the plantation system? Where did it happen? Use map work to locate and describe features studied. 	<p>Global Economy</p> <ul style="list-style-type: none"> What is the global supply chain? Children to use an atlas to identify the countries that are involved in the production of a pair of jeans. What is Globalisation? Discuss global economy in both a less developed country and a more developed country. 	<p style="text-align: center;">Assessment</p> <p><u>Substantive knowledge</u></p> <p>Kahoot Quiz</p> <p><u>Disciplinary knowledge</u></p> <p>Children to create a newspaper report all about The Transatlantic Slave Trade.</p>
Transatlantic Slave Trade	topographical	Biomes	Globalisation	

Art

Surrealism (Frida Kahlo and Dali) Drawing/ painting and collage

As artists, children will be looking at a range of surrealist art from the Surrealism era, with a focus on Frida Khalo and Salvador Dali. Children will learn from a range of surrealist Impressionism painters, and take inspiration from the early 20th century, to create a mood board to explore the meaning of Surrealism. Children will then recreate a piece of art work to understand the shape and form of Surrealism painting. Children will explore the subject matter of these paintings and come to their own conclusions as to why these subjects were chosen. We will also discuss the symbolism behind these paintings and their subjects, thinking carefully about the society at the time and how this could have impacted the art work.

Children will then choose their own subjects with a Surrealism theme to create their own piece of art work, thinking carefully about the colour palettes

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p>NC1: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>NC3: about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> Use a sketchbook to collect ideas. Draw and paint to create a piece of art in a post-impressionism style. Peer critique someone else's work. Use a mood board to collect ideas. 	<ul style="list-style-type: none"> Salvador Dali and Frida Khalo are artists from the Surrealism period. Surrealist art visually represented unconscious thoughts and feelings, especially focusing on dreams and hallucinations. Surrealism went against logic; anything was possible! A big part of Surrealism was collage, where images and sometimes text were cut up or ripped up and pasted together to create something new. It look place from roughly 1924 to 1966. It was massively influenced by Sigmund Freud and the introduction of psychoanalysis. 	<ul style="list-style-type: none"> Surrealist art can have any subject matter. Strong, bold colours are key in their work. 	
Sequence of Learning				
<p>Board and Annotation Children are given Surrealism images, with a focus on Frida Khalo and Salvador Dali. Children will then create a mood board with annotations, detailing what they like, dislike and any particular techniques they can identify.</p> <p>Artist study Teach why the Surrealism era exists, where did the era come in the timeline of Art history. Children learn facts about the artists and their inspirations.</p>	<p>Techniques Teach children how to replicate the colour patterns and show the simplistic shapes used.</p> <p>Children draw a small section of painting and use the correct colour palette.</p>	<p>Sketching/Painting Children sketch their own designs, using Dali and Khalo as inspiration, using every day objects as inspiration.</p>	<p>Creation Children will create their own piece of art work. Children will use every day objects and collage to create their own piece of art work.</p>	<p style="text-align: center;">Assessment</p> <p>Substantive knowledge Final piece of art work</p> <p>Disciplinary knowledge Art gallery peer critique</p>
Surrealism, Sigmund Freud	Subconscious, assemblage	Frottage, automatic drawing	Dadaism, cubism	

Design Technology

Circuits/Structures—To design and make a light for a child's bedroom to show the constellations

As designer technologists, we will evaluate existing products and evaluate their effectiveness. Based on this we will develop a design criteria to which we will base our own ideas and models. We will create labelled sketches and prototypes to develop and communicate our ideas. We will select from a range of tools and equipment to perform the practical task of making our products. We will analyse our products effectiveness and improve our work.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>NC2: I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>NC3: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>NC9: To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p>Year 5 will know:</p> <ul style="list-style-type: none"> How to use a range of materials and attached them together To create annotated sketches to share their ideas. How to use materials safely <p>Year 6 will know:</p> <ul style="list-style-type: none"> How to use an array of materials and attach them together How to use materials safely. How to communicate their ideas through sketches, notes and labels. 	<p>Materials</p> <ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape <p>Construction</p> <ul style="list-style-type: none"> Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. 	<ul style="list-style-type: none"> A constellation is a group of stars which form a pattern A circuit is needed to create a path for electricity to flow around A prototype is an early sample of a product
<p>Research, Design brief and aims</p> <ul style="list-style-type: none"> Research all about constellations and circuits Understand the features of the structure Complete design brief Complete aims—what aiming to achieve for final outcome? 	<p>Design</p> <ul style="list-style-type: none"> Design own light to show a constellation Use correct labels and vocabulary 	<p>Prototypes</p> <ul style="list-style-type: none"> Create a prototype of the light to ensure understanding of process of creation <p>Making</p> <ul style="list-style-type: none"> Make light using correct materials and steps 	<p>Evaluation</p> <ul style="list-style-type: none"> Evaluate design Identify what could be changed to improve light 	<ul style="list-style-type: none"> To create a night light showing a constellation with a video explanation explaining the different elements and skills they have used/learnt
Circuit, connection	Control, input	Prototype	Output, battery	

Music - Year 5

As musicians we will be focussing on how music can help us in life and thinking about the question, How Does Music Shape our Life in the first half of the term and in the second half of the term we will focus on musical elements and think about the question How Does Music Connect us with our Environment? We will talk about a range of music including Pop, 20th and 21st Century Orchestral, funk and R & B and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<p>NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p>NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand the basics of staff and other musical notations</p> <p>NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC6: To develop an understanding of the history of music</p>		<ul style="list-style-type: none"> Thick texture in music means there are many layers of instruments A composition is a creative piece of music Orchestral music is created by a group of instruments Pop music is shortened from 'Popular music' - lots of people like to listen to it Minimalism is a type of 20th and 21st Century Orchestral music. 		<p><u>Perform</u></p> <ul style="list-style-type: none"> Sing or play from memory with confidence and in harmony Perform to an audience with controlled breathing (voice) and skilful playing (instrument) <p><u>Compose</u></p> <ul style="list-style-type: none"> Create rhythmic patterns that show an awareness of timbre and duration Combine melody, rhythm and chords to create a short musical piece Use a melodic ostinato, based on the pentatonic scale to create a short piece <p><u>Transcribe</u></p> <ul style="list-style-type: none"> To read and create notes on the musical stave To understand the # (sharp) and ♭ (flat) symbols To use and understand simple time signatures <p><u>Describing music</u></p> <ul style="list-style-type: none"> Use a wide range of musical vocabulary to describe and appraise a range of musical genres. 	<ul style="list-style-type: none"> K-Pop has a focus on catchy melodies A trill is when a musician alternates between two notes quickly Orchestral music can be combined with other styles of music such as Pop A repeating loop is when a portion of music is repeated Scat singing is when you use your voice as a musical instrument Burt Bacharach is considered to be one of the most influential composers of the 20th century Overtures are an introduction to a longer piece of music Any instrument can be included in the orchestra, including amplified instruments, electronic instruments and audio effects. Charles Ives' (1874-1954) music was so unconventional no one took him seriously as a musician. Etta James and Beyonce are Rhythm and Blues singers
Look into the Night (Part 1)	Look into the Night (Part 2)	Breathe (Part 1)	Breathe (Part 2)	Keeping Time	<p>Substantive</p> <p>Year 5 End of unit 5 theory quiz</p> <p>Disciplinary</p> <p>Perform finished version of choice to another class.</p>
K-Pop, syncopated	horns, pedal note	bar, textured	instrumentation, acoustic	fuses, scat	
You and Me (Part 1)	You and Me (Part 2)	A Bright Sunny Day (Part 1)	A Bright Sunny Day (Part 2)	I'm Forever Blowing Bubbles	<p>Substantive</p> <p>Year 5 End of unit 6 theory quiz</p> <p>Disciplinary</p> <p>Perform finished version of choice to another class.</p>
flute, pause	Overture, symphonic	amplified, electronic	Avant-Garde, futuristic	powerful, syncopated	

Music - Year 6

As musicians we will be using chords and structures and thinking about the question, How Does Music Shape our way of Life in the first half of the term and in the second half of the term we will think about the question How Does Music Connect us with the Environment? We will talk about a range of music including Hip Hop, gospel, salsa, reggae, pop and soul and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music..

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<p>NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p>NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand the basics of staff and other musical notations</p> <p>NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC6: To develop an understanding of the history of music</p>		<ul style="list-style-type: none"> • Music can be written about political issues of the time • Pop music constantly changes to link with what is popular in the world at that time • The Blues is one of the most influential art forms in North America and Europe. • Britpop is a British version of Pop • Layering is combining lots of sounds 		<p><u>Perform</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) <p><u>Compose</u></p> <ul style="list-style-type: none"> • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Use a melodic ostinato, based on the pentatonic scale to create a short piece <p><u>Transcribe</u></p> <ul style="list-style-type: none"> • To read and create notes on the musical stave • To understand the # (sharp) and ♭ (flat) symbols • To use and understand simple time signatures <p><u>Describing music</u></p> <ul style="list-style-type: none"> • Use a wide range of musical vocabulary to describe and appraise a range of musical genres. 	<ul style="list-style-type: none"> • Hip Hop was developed in the South Bronx • Gospel songs have passionate, uplifting lyrics about God, heaven and salvation. • Spiritual songs are a type of song first sung by enslaved West African people in the American South. • R&B contains energetic drum beats • Salsa was developed by Cuban and Puerto Rican musicians • Rocky Dawuni is a Reggae artist from Ghana • Swing is a form of Jazz music • California Sound is a style of Pop music • Composers try to bring out emotion through music • Atlantic was a famous soul record label
Wake Up! (Part 1)	Wake Up! (Part 2)	Down by the Riverside (Part 1)	Down by the Riverside (Part 2)	Dance the Night Away	<p><u>Substantive</u></p> <p>Year 6 End of unit 5 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class.</p>
turntablism, electronic beats	influence, andante	hymns, spirituals	interval, triplet quavers	Salsa, roots	
Heal the Earth (Part 1)	Heal the Earth (Part 2)	Let's Go Surfin' (Part 1)	Let's Go Surfin' (Part 2)	So Amazing	<p><u>Substantive</u></p> <p>Year 6 End of unit 6 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class.</p>
Reggae, lyrics	Swing, chord progression	Surf Pop, hook	enhance, composer	saxophone, backbeat	

PE—Year 5

Summer A - Athletics

Summer B - Athletics

Curriculum Objective	Prior knowledge	Substantive knowledge
<p>Summer A NC3: develop flexibility, strength, technique, control and balance [for example, through athletics</p> <p>Summer B NC3: develop flexibility, strength, technique, control and balance [for example, through athletics</p>	<ul style="list-style-type: none"> Can run and jump with height To move with control and power. To follow a sequence of 3 steps. To move with control and power. To run at different speeds 	<ul style="list-style-type: none"> Technique is a skilful or efficient way of doing or achieving something. Endurance is denoting or relating to a race or other sporting event that takes place over a long distance or otherwise demands great physical stamina. . Precision is the quality, condition or fact of being exact and accurate. Javelin is an athletic sport where you throw a light spear. Sprinting is a competitive athletic sport of running distances of 400 metres or less.

Sequence of Learning

To explore running and jumping	To develop a 3 part sequence jump	To know how exercise affects health and fitness	To explore starting positions.	To throw using a short run up	To throw with accuracy	<p><u>Substantive</u> Kahoot quiz</p> <p><u>Disciplinary</u> To take part in a javelin competition using the skills learnt this half term.</p>
distance	Technique	Endurance	Positioning	Power	Precision	
To consolidate jumping technique.	To develop 3 part sequence jump.	To pass a relay baton at speed. To run a curve maintaining technique.	To apply sprinting to a track relay.	To throw using a short run up.	To apply techniques to competitions.	
Hurdles	Triple jump	Constant	Hand/eye coordination	Javelin	Fair play	<p><u>Substantive</u> Kahoot quiz</p> <p><u>Disciplinary</u> To take part in sports day event using sprinting techniques they have learnt.</p>

PE—Year 6

Summer A - Athletics

Summer B - Athletics

Curriculum Objective	Disciplinary knowledge	Substantive knowledge
<p>Summer A NC3: develop flexibility, strength, technique, control and balance [for example, through athletics</p> <p>Summer B NC3: develop flexibility, strength, technique, control and balance [for example, through athletics</p>	<ul style="list-style-type: none"> Can run and jump without breaking stride. Use the correct jumping technique. Understand different throwing techniques for under arm and over arm and know the sports these are used for. 	<ul style="list-style-type: none"> Understand that the best running technique comes from pushing off the balls of their feet and power their arms and legs forward. To understand the best techniques for racing. Recognises when someone has put a lot of effort into their sport. Understand that exercise is important for a healthy life style and can make us feel happy if we do it regularly.

Sequence of Learning

Improving jumping technique using a range of different techniques and different jumps.	To improve triple jumping technique using the techniques discussed the week before.	To refine a sprinting technique over short distances.	Run using appropriate pace and tactics, understanding different ways of running a race.	To throw for distance using different techniques and understand which is the best one to use in different situations.	<p>Summer 1</p> <p>Substantive— Watch others racing and give feedback on their techniques.</p> <p>Disciplinary— Compete in races and different competitions as a class.</p> <p>Summer 2</p> <p>Substantive— Understand and recognise who has put in the most effort in a lesson/sport.</p> <p>Disciplinary— Complete other's fitness tests. Rank themselves in fitness tests and understand how to improve scores.</p>
Distance, speed	Effort, Power,	Pace, competitiveness	Speed	Throw, Distance	
To improve jumping technique	To improve triple jumping technique	To know how exercise affects fitness and wellbeing	To throw for distance using different techniques • To communicate knowledge	To know how exercise affects fitness and wellbeing	
Balance, Control	Performance	Motivation	Safety, aware	Competiveness	

PSHE—Year 5

Summer 1—Relationships

Summer 2—Changing me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge																																																																								
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Sequence of Learning

Sequence of Learning						
Recognising me	Safety with online communities	Being in an online community	Online gaming	My relationship with technology: screen time	Relationships and technology	Substantive Create a mind map of learnt knowledge
Characteristics, attributes	Responsibility, age-limit	Online, offline	Community, appropriate	Devices, screen time	Risk, vulnerable	Disciplinary Create a poster explaining relationships with technology
Self and Body image	Puberty for girls	Puberty for boys	Conception	Looking ahead 1	Looking ahead 2	Substantive Hot task linked to key knowledge
Perception, body image	Puberty, menstruation	Hormones, sperm	Relationships, sexual intercourse	Teenager, milestones	Change, hope	Disciplinary Create an information poster all about the changes that is going to the body beyond this age

PSHE—Year 6

Summer 1—Relationships

Summer 2—Changing me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge																																																																								
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Sequence of Learning

What is mental health?	My mental health	Love and Loss	Power and control	Being online: Real or fake? Safe or unsafe?	Using technology responsibly	<p>Substantive</p> <p>Hot task linked to key knowledge</p> <p>Disciplinary</p> <p>Create a mind map to show all topics discussed</p>
Ashamed, stigma	Worried, signs	Emotions, feelings	Authority, bullying	Pressure, influences	Communication, technology	
My self image	Puberty	Babies: conception to birth	Boyfriends and girlfriends	Real self and ideal self	The year ahead	<p>Substantive</p> <p>Hot task linked to key knowledge</p> <p>Disciplinary</p> <p>Create a poster about the key changes in life from this current stage</p>
Self-image, self-esteem	Opportunities, responsibilities	Pregnancy, embryo	Attraction, love	Choice, challenge	Transition, journey	

RE—Year 5

Summer A—Sikhism—In Religious Education, we will learn to understand how Sikhs show their commitment to God and to investigate whether there is a best way to show commitment to God.
 Summer B—Christianity—In Religious Education, we will learn to understand a range of ways in which Christians show their commitment to God and whether there is a belief that there is a right way to do this.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Prayer and Worship Beliefs and Practices	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> • Sikhs take part in the Amrit ceremony to make a commitment and become baptised Sikhs • They promise to wear the 5Ks—kesh, kara, kanga, kaccha, kirpan • Promise to pray everyday, be kind to people and to animals <p><u>Christianity</u></p> <ul style="list-style-type: none"> • A Christians' place of worship is a church • Weddings and baptisms take place in a church 	<ul style="list-style-type: none"> • Explain how religious beliefs might shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Explain some of the different ways that individuals show their beliefs. • Explain why their own responses to decisive questions may differ from those of others. • Explain why different religious communities or individuals may have a dissimilar view of what is right and wrong. • Show a mindfulness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain courteous of those with different values. 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> • Commitment is being dedicated • The Sikh turban represents love, kindness, care and protection against unkindness • Kangha is a comb and is one of the 5 K's • A Gurdwara is a Sikh place of worship • The Sikh holy book is the Guru Granth Sahib • Sewa means helping others <p><u>Christianity</u></p> <ul style="list-style-type: none"> • Christians show commitment to God through the ten commandments • Love your neighbour as yourself is one of the 10 commandments • Christians show their commitment to God by attending church every Sunday • Christians show their commitment to God by praying • Holy Communion is an enactment of the Last Supper • Holy Communion reminds Christians of Christ's sacrifice of himself on the cross

<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<p>Substantive</p> <p>Hot task linked to key knowledge</p> <p>Disciplinary</p> <p>To create a poster showing the ways Sikhs show their commitment to God</p>
turban	Kara, Gudwara, Seva	Symbolised	equality	
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<p>Substantive</p> <p>Hot task linked to key knowledge.</p> <p>Disciplinary</p> <p>Presentation to Year 6 of what commitment is to a Christian.</p>
dilemma	neighbour, communion	dedicate	Holy Spirit	

RE—Year 6

Islam—In Religious Education, we will discuss whether belief in Akhirah (life after death) helps Muslims lead good lives by investigating the concept that the concept that Jihad can be interpreted differently leading to different actions and consequences.

Key Concepts		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
Beliefs and Meaning		<ul style="list-style-type: none"> Muslims go to their special place of worship, a Mosque so they can worship and pray with others who believe and feel the same 		<ul style="list-style-type: none"> Explain how religious beliefs might shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Explain some of the different ways that individuals show their beliefs. . Clarify their own ideas about the answers to decisive questions. Explain why their own responses to decisive questions may differ from those of others. Explain why different religious communities or individuals may have a dissimilar view of what is right and wrong. 	<ul style="list-style-type: none"> Every person has a different moral compass Muslims respect Allah by fasting in Ramadan The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives is called 'Greater Jihad' Muslims believe Allah will judge them when they die Muslims pray 5 times a day Every persons interpretation can be different The Qur'an is the Holy Book Jihad means struggle or effort Some Muslims fight a Holy War to protect the freedom of Muslims to practice their faith The Akhirah is life after death
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>		<u>Substantive</u> Hot task linked to key knowledge <u>Disciplinary</u> To create a poster showing the ways Muslims lead a good life.
actions	motivation, Allah, Greater Jihad	righteous	motivate		
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>		<u>Substantive</u> Hot task linked to key knowledge. <u>Disciplinary</u> Children to write a balanced argument—Does belief in Akhirah help Muslims lead good lives?
interpretation	Qur'an, Jihad, Holy War	Lesser Jihad	Akhirah		

Computing—Year 5

In Summer A - learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

In Summer B, Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Substantive knowledge B	
<p>Summer A NC6: 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.</p> <p>Summer B NC1: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC3: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs NC6: 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</p>	<ul style="list-style-type: none"> Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand how online services work. Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> To add and remove objects to create a drawing of a chosen artefact Use copy and paste to maintain consistency within the drawing. To be able to manipulate an object's size, colour, and proportion to represent a chosen artefact To purposefully position and rotate objects To be able to move objects to different layers to create a specific aspect of a drawing To be able to manipulate multiple objects concurrently Group objects to make them easier to work with 	<ul style="list-style-type: none"> Vector artwork is a term that describes any art made with vector illustration software like Adobe Illustrator. Alignment and grid systems are essential tools for computer graphics design, as they help you create clear, consistent, and professional layouts. Duplicate is exactly like something else, especially through having been copied. 	<ul style="list-style-type: none"> An algorithm is a procedure used for solving a problem or performing a computation. Program flow is a general term which describes the order in which your lines of code are executed. A design template is a reusable asset that defines a set of layouts for an application. In computer programming, a loop is a sequence of instructions that is continually repeated until a certain condition is reached In computer science, the term "modification" generally refers to the act of making changes or alterations to a program, system, code, or data. 	
<p>To identify that drawing tools can be used to produce different outcomes.</p> <p>I can recognise that vector drawings are made using shapes.</p>	<p>To create a vector drawing by combining shapes.</p> <p>I can move re-size and rotate objects I have duplicated.</p>	<p>To use tools to achieve a desired effect.</p> <p>I can explain how alignment grids and resize handles can be used to improve consistency.</p>	<p>To recognise that vector drawings consist of layers.</p> <p>I can use layering to create an image.</p>	<p>To group objects to make them easier to work with.</p> <p>I can copy part of a drawing by duplicating several objects.</p>	<p>Substantive</p> <p>I can reflect on the skills I have used and why I have used them.</p> <p>Disciplinary</p> <p>To create a vector drawing for a specific purpose.</p>
<p style="text-align: center;">Vector drawings</p>	<p style="text-align: center;">Combining shapes</p>	<p style="text-align: center;">Alignment grids</p>	<p style="text-align: center;">Layering</p>	<p style="text-align: center;">Duplicate</p>	
<p>To explain how selection is used in computer programs.</p> <p>I can recall how conditions are used in selection.</p>	<p>To relate that a conditional statement connects a condition to an outcome.</p> <p>I can use selection in an infinite loop to check condition.</p>	<p>To explain how selection directs the flow of a program.</p> <p>I can explain that program flow can branch according to a condition.</p>	<p>To design a program that uses selection.</p> <p>I can outline a given task.</p>	<p>To create a program that uses selection.</p> <p>I can test my program.</p>	<p>Substantive</p> <p>Peer evaluate the program and give feedback.</p> <p>Disciplinary</p> <p>To extend my program further.</p>
<p style="text-align: center;">Modify</p>	<p style="text-align: center;">loop</p>	<p style="text-align: center;">Program flow</p>	<p style="text-align: center;">Design template</p>	<p style="text-align: center;">Algorithm</p>	

Computing—Year 6

In Summer A - learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

In Summer B - This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge A	Substantive knowledge B	
<p>Summer A NC6: 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 NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Summer B NC1: Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs NC6: 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</p>	<ul style="list-style-type: none"> • Create hyperlinks on their own websites that link to other people’s work. They will then evaluate the user experience when using their own website and that of another learner • 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. 	<ul style="list-style-type: none"> • can view 3D shapes from different perspectives • can resize an object in three dimensions • can rotate objects in three dimensions • can choose objects to use in a 3 model • explain how my 3D model could be improved 	<ul style="list-style-type: none"> • Describe the purpose of their project: to create a 3D model of a building • Explain shapes that are representative of a real-world object to make a model • Recognise that changing perspective does not change the position of objects • Position 3D objects to create a chosen artefact • Accurately resize objects • Create holes in objects • Use and combine variations of one 3D shape • Evaluate how successful they were in meeting the task requirements 	<p>Describe what will be shown if someone has walked more than a set number of steps Identify what will be displayed and how the user will see it Choose an appropriate name for a variable Choose when and where to set a variable Create an algorithm to describe how the program will process each input Combine appropriate blocks to implement their algorithm Run their code on the emulator to test their program Propose a strategy to fix the code if it is not working Evaluate how successful they were in meeting the task requirements</p>	
<p>Introduction to 3D modelling Children will be introduced to the concept of 3D modelling by creating a range of 3D shapes that they select and move. They will also examine shapes from a variety of views within the 3D space.</p>	<p>Modifying 3D objects Children will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions. They will also lift and lower 3D objects relative to the workplane, and combine two 3D objects to make a new shape. Finally children will recolour 3D objects</p>	<p>Make your own name badge Children will develop their understanding of manipulating digital 3D objects. They will rotate objects in three dimensions, duplicate objects, and then use grouping and ungrouping to manipulate many objects at once. They will combine these skills to create their own 3D name badge. Finally, children will consider the practicality of 3D printing the objects they have made.</p>	<p>Planning a 3D model Children will see how computer-based 3D design is used in architecture to plan buildings. They will explode 3D models of buildings to see what shapes they comprise of. Children will then look at real world structures and identify the shapes that they include. They will then plan their own 3D building design.</p>	<p>Make your own 3D model Children will create a computer 3D model based on their design. They will then evaluate their model and that of another learner, before modifying their own model to improve it.</p>	<p>Substantive- Evaluate the model of another learner and modify your own model to improve it. Disciplinary– Create their own 3D model</p>
3D modelling	Dimensions	Rotate	Placeholders	Construct/modify	
<p>The micro:bit Pupils will be introduced to the micro:bit as an input, process, output device that can be programmed. Pupils will familiarise themselves with the device itself and the programming environment, before creating their own programs.</p>	<p>Go with the flow Pupils will explore how if, then, else statements are used to direct the flow of a program. They will initially relate if, then, else statements to real-world situations, before creating programs in MakeCode.</p>	<p>Sensing inputs Pupils will initially use the buttons to change the value of a variable using selection. They will then develop their programs to update the variable by moving their micro:bit using the accelerometer to sense motion.</p>	<p>Finding your way Pupils will apply their understanding of the importance of order in programs. They will then use operands in selection to determine the flow of a program. Pupils will then modify a program which will enable the micro:bit to be used as a navigational device.</p>	<p>Make and design a step counter Pupils will use the design that they have created to make a micro:bit-based step counter. First they will review their plans, followed by creating their code. Pupils will test and debug their code, using the emulator and then the physical device.</p>	<p>Substantive– evaluate their own and others work. Disciplinary– Create their own step counter</p>
Micro:bit	Programming	Variables	Modification	Emulator	

French
Summer A - Seasons
Summer B - The Environment

Curriculum Objective	Prior Knowledge	Substantive Knowledge	Disciplinary Knowledge
<p>NC1: I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>NC2: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>NC3: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>NC4: I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>NC7: I can read carefully and show understanding of words, phrases and simple writing.</p> <p>NC8: I can appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none"> Children will know the colours in French. Children will know the Seasons in English “Que’est—ce que c’est?” Familiarity with food chains. Children should be making negative sentences using “ne” and “pas”. 	<p>The Seasons Une semaine—a week Un flocon de neige—a snowflake Janvier—January Un lampion—a lantern L’etape—step</p> <p>The environment. Il pleut. It’s raining. Il neige. It’s snowing un hérisson a hedgehog jouer au foot to play football</p>	<ul style="list-style-type: none"> Recognise that the pronoun “on” is often used in sentences relating to the date. Respond to questions using simple opinions with help. Recognise and write some adjectives after nouns with help. Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Children will be able to write some regular plurals when provided with the singular noun and recognise that some plurals are irregular when prompted.

Sequence of Learning

<p>The Seasons</p> <p>Une semaine—a week Un mois—a month Une annee—a year Le printemps—spring L’ete (m) - summer L’automne (m) - autumn L’hiver (m) - winter</p>	<p>Spring and Summer</p> <p>Manger des oeufs de Paques—to eat Easter eggs. Caresser les agneaux—to stroke the lambs Voir les jonquilles—to see the daffodils Jouer au parc—to play in the park Faire des pique-niques—to have picnics.</p>	<p>Autumn and Winter</p> <p>Une chataigne—a chestnut Des feuilles rouges (f) - red leaves Une citrouille—a pumpkin Une boule de neige—a snowball Une renner—a reindeer Un flocon de neige—a snowflake Un bonhomme de neige—a snowman</p>	<p>The Date</p> <p>Janvier—January Fevrier—February Mars—March Avril—April Mai—May Juin—June Juillet—July Aout—August Septembre—September Octobre—October Novembre—November Decembre—December</p>	<p>Arts and Crafts</p> <p>Un lampion—a lantern Une feuille A4—a sheet of A4 paper Des feutres (m) - some felt tips Un crayon—a pencil Une regle—a ruler Du ruban adhesive—some sticky tape Des ciseaux (m) - some scissors</p>	<p>Make a Chinese lantern</p> <p>L’etape—step Plier—to fold Couper—to cut Tracer—to draw Decorer—to decorate Attacher—to attach En haut—at the top En bas—at the bottom</p>	<p><u>Disciplinary</u> Hot task based on substantive knowledge</p> <p><u>Substantive</u></p> <p>Children to create a poster representing the seasons and environment—to share with a different class.</p>
<p>The Seasons .</p> <p>Il pleut. It’s raining. Il neige. It’s snowing. Il y a du soleil. It’s sunny. Il y a du vent. It’s windy. Il fait chaud. It’s hot. Il fait froid. It’s cold.</p>	<p>The pond</p> <p>une grenouille a frog un crapaud a toad une libellule a dragonfly un poisson a fish un cygne a swan un étang a pond un triton a newt</p>	<p>The Garden</p> <p>un hérisson a hedgehog une limace a slug un renard a fox une souris a mouse une chenille a caterpillar un oiseau a bird une araignée a spider une mouche a fly</p>	<p>In the garden</p> <p>jouer au foot to play football jouer au badminton to play badminton lire to read ramasser des insect to collect insects jouer dans le bac à sable to play in the sandpit jouer avec mes animaux to play with my pets</p>	<p>Rubbish</p> <p>un journal a newspaper un bocal en verre a glass jar un carton à céréales a cereal box un pot à yaourt a yoghurt pot une boîte vide an empty tin une canette à soda a drinks can</p>	<p>Problems in the pond</p> <p>un bateau a boat un homme a man tout le monde everyone seul alone mordiller to nibble chercher to look for s’échapper to escape</p>	