









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	<b>Celebrating You</b> 	<b>Beautiful Benin</b> 	<b>This Is Your World!</b> 	<b>Rights &amp; Responsibilities</b> 	<b>Planet Protectors</b> 	<b>All the World's A Stage</b> 
<b>History / Geography</b>	<p><b>Physical Geography: Climate Zones, Biomes and Vegetation Belts</b></p> <p><u>EQ: How is plant life different in different parts of the world?</u></p> <p>1: What continents and oceans are there in the world? How does latitude and longitude help describe world locations? <i>Location</i>            2: What is the connection between latitude and climate zones? What climate zones are there in the world (equatorial, tropical, hot desert, temperate, polar)? <i>Location Processes</i>            3: What is the difference between climate zones and biomes? What biomes are there in the world and where are they found (savannah, desert, temperate deciduous forest, tropical rainforest, boreal forest, tundra, marine)? <i>Processes</i>            4: How is plant life different in different biomes? <i>Processes</i>            5: How do we know we live in a temperate deciduous forest biome (collect evidence - fieldwork)? <i>Enquiry</i>            6: How can we show the area we visited using a sketch map? <i>Enquiry</i>            7: How do humans use plants responsibly? What is biodiversity and megadiversity? <i>Processes Responsibility</i>            8: How is plant life different in different parts of the world? <i>Processes Enquiry</i></p> <p><i>climate zone, biome, vegetation belt, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle</i>  <i>biodiversity, boreal forest / taiga, coniferous forest, deciduous forest, ecosystem, environment, flora, fauna, savannah, tundra</i>  <i>humidity, precipitation, temperature</i></p>	<p><b>World History: Benin</b> 900s AD- 1300s AD</p> <p><u>EQ: Which was more significant in the Middle Ages: Britain or Benin?</u></p> <p>1: Where is Benin and what caused a significant civilisation to rise here? When was the Kingdom of Benin significant? <i>Connection Chronology</i>            2: What was the significance of the Benin civilisation (cultural, economic, military, political, religious, social)? <i>Significance</i>            3: Why did Benin's significance change over time? <i>Power Significance Connection Evidence</i>            4: What makes a civilisation significant? <i>Significance</i>            5: Which was more significant in the Middle Ages: Britain or Benin? <i>Chronology Significance Connection</i>            6: Which was most significant in world history: Ancient Egypt, Roman Empire, Ancient Greece or Kingdom of Benin? <i>Significance</i></p> <p><i>power structure, government, hierarchy, common cause and consequence at different times and locations in history, relative significance, historical significance, different accounts of history</i></p>	<p><b>Human Geography: Natural Resources and World Trade</b></p> <p><u>EQ: Does the world share resources effectively?</u></p> <p>1: What are natural resources (energy, food, minerals and water)? <i>Processes</i>            2: Where are natural resources found in the world? What natural resources would you find in the UK? <i>Location Processes</i>            3: Are there natural resources in the local area? How can grid references and map symbols identify natural resources? <i>Enquiry</i>            4: Why do we need to trade? <i>Processes</i>            5: What is globalisation? Where does my stuff come from? How has this changed over time? <i>Processes Location</i>            6: How can we present physical and human geographical features using a graph? <i>Enquiry</i>            7: Is the way resources are traded fair? <i>Responsibility</i></p> <p><i>economic activity, natural resources, energy, food, minerals, water, distribution, crop, export, import, fair trade, globalisation, organic, trade drought, famine, mining, non-renewable, renewable, pollution</i></p>	<p><b>British History: Power, Rights and Responsibilities</b> 1000s AD - Today</p> <p><u>EQ: What was the greatest turning point for citizens' rights in British history?</u></p> <p>1: What is the chronological overview of power in Britain in the last 1000 years? <i>Chronology</i>            2: How did the Magna Carta (1215) and Peasants Revolt (1381) change the balance of power in Britain? <i>Power Connection</i>            3: How did the English Bill of Rights (1689) and Factory Acts (1833) change the balance of power in Britain? <i>Power Connection</i>            4: How did the Representation of the People Act (1918) and the Equal Franchise Act (1928) change the balance of power in Britain? <i>Power Connection</i>            5: How did the Universal Declaration of Human Rights (1948), Human Rights Act (1998) and Equality Act (2010) change the balance of power in Britain? <i>Power Connection</i>            6: What was the greatest turning point for citizens' rights in British history? <i>Significance Evidence</i>            7: How is the balance of power in society continuing to change today? <i>Power Connection</i></p> <p><i>balance of power, power distribution, change across various points of time, common cause and consequence at different times and locations in history, difference in consequences, historical chronology overview</i></p>	<p><b>Responsibility: Planet Protectors</b></p> <p><u>EQ: How can we care for our world?</u></p> <p>1: What is sustainability? How do cities plan and become more sustainable (e.g. Curitiba, Freiburg)? <i>Responsibility</i>            2: How sustainable are energy production, food production and waste management? <i>Responsibility</i>            3: How sustainable is our local community? What question related to sustainability will I look into? How can we collect data, justifying and evaluating our data collection method? How can we show our findings using maps and/or graphs? <i>Enquiry Responsibility</i>            4: How sustainable is my lifestyle? How does my ecological footprint compare with other individuals? How can we care for our world? <i>Responsibility</i></p>	<p><b>All the World's A Stage</b></p>
<b>Memorable Moments</b>	Local Visit: Druitt Gardens & Quay (Geography Fieldwork)	Visit: Mosque	Local Visit: Druitt Gardens (Science)	Visit: Houses of Parliament	Visit: Hengistbury Head Cycle  Visitor: Humanist Speaker	Visit: Residential  Moment: Year 6 Production

**Maths**

**Number and Place Value: Numbers to 10 Million**

- 1: Reading and Writing Numbers to 10 Million
- 2: Comparing Numbers to 10 Million
- 3: Comparing and Ordering Numbers to 10 Million
- 4: Rounding Numbers
- 5: Rounding Numbers

**Calculations: Four Operations on Whole Numbers**

- 1: Using Mixed Operations
- 2: Order of Operations
- 3: Multiplying by Tens
- 4: Multiplying a 3-Digit Number by a 3-Digit Number
- 5: Multiplying a 2-Digit Number
- 6: Multiplying a 3-Digit Number by a 2-Digit Number
- 7: Multiplying a 4-Digit Number by a 2-Digit Number
- 8: Multiplying a 2-Digit Number
- 9: Dividing by a 2-Digit Number
- 10: Dividing by a 2-Digit Number
- 11: Dividing by a 2-Digit Number
- 12: Dividing by a 2-Digit Number With Remainder
- 13: Dividing by a 2-Digit Number With Remainder
- 14: Solving Word Problems Using Bar Models
- 15: Solving Word Problems Using Patterns
- 16: Solving Word Problems Using Multiple Methods
- 17: Finding Common Multiples
- 18: Finding Common Multiples
- 19: Finding Common Factors
- 20: Finding Common Factors
- 21: Finding Prime Numbers
- 22: Finding Prime Numbers

**Fractions, Decimals and Percentages: Fractions**

- 1-2: Simplifying Fractions Using Common Factors
- 3: Comparing and Ordering Proper Fractions
- 4: Comparing and Ordering Improper Fractions
- 5: Comparing and Ordering Fractions and Mixed Numbers
- 6-7: Adding and Subtracting Unlike Fractions
- 8-9: Adding and Subtracting Mixed Numbers
- 10-12: Multiplying Pairs of Proper Fractions
- 13-15: Dividing a Fraction by a Whole Number

**Fractions, Decimals and Percentages: Decimals**

- 1: Reading and Writing Decimals
- 2: Dividing Whole Numbers by Multiples of 10
- 3: Dividing Whole Numbers
- 4-5: Writing Fractions as Decimals
- 6: Multiplying Decimals Without Renaming
- 7: Multiplying Decimals With Renaming
- 8: Multiplying Decimals With Regrouping
- 9: Multiplying Decimals With Renaming
- 10: Dividing Decimals Without Renaming
- 11: Dividing Decimals With Renaming
- 12: Multiplying a Decimal by a 2-Digit Whole Number
- 13-14: Dividing a Decimal by a 2-Digit Whole Number

**Measurement: Measurements**

- 1: Converting Units of Length: Millimetres and Centimetres
- 2: Converting Units of Length: Metres and Centimetres
- 3: Converting Units of Length: Kilometres and Metres
- 4: Converting Units of Length: Miles and Kilometres
- 5: Converting Units of Mass
- 6: Converting Units of Volume
- 7: Converting Units of Time

**Word Problems**

- 1: Solving Word Problems
- 2: Solving Word Problems
- 3: Solving Word Problems
- 4: Solving Word Problems
- 5: Solving Word Problems
- 6: Solving Word Problems

**Fractions, Decimals and Percentages: Percentage**

- 1: Finding the Percentage of a Number
- 2: Finding the Percentage of a Quantity
- 3: Finding Percentage Change
- 4: Using Percentage to Compare

**Ratio and Proportion: Ratio**

- 1: Comparing Quantities
- 2: Comparing Quantities
- 3: Comparing Several Quantities
- 4: Finding Quantities From Ratios
- 5: Ratios With Measurements
- 6: Finding Ratios
- 7: Comparing Ratios to Find a Quantity
- 8: Word Problems Involving Ratio
- 9: Word Problems Involving Ratio
- 10: Word Problems Involving Ratio

**Algebra: Algebra**

- 1: Describing a Pattern
- 2: Describing a Pattern
- 3: Describing a Pattern
- 4: Describing a Pattern
- 5: Writing Algebraic Expressions
- 6: Writing Algebraic Expressions
- 7: Writing and Evaluating Algebraic Expressions
- 8: Writing Formulae
- 9: Using Formulae
- 10: Solving Equations

**Measurement: Area and Perimeter**

- 1: Finding the Perimeter and the Area of Rectangles
- 2: Finding the Base and Height of Triangles
- 3: Finding the Area of Triangles
- 4: Finding the Area of Parallelograms

**Geometry: Geometry**

- 1: Investigating Vertically Opposite Angles
- 2: Solving Problems Involving Angles
- 3: Investigating Angles in Triangles
- 4: Investigating Angles in Quadrilaterals
- 5: Finding Angles in Polygons

**Geometry: Position and Movement**

- 1: Showing Negative Numbers
- 2: Describing Position
- 3: Describing Position
- 4: Drawing Polygons on a Coordinate Grid
- 5: Describing Translations

**Statistics: Graphs and Averages**

- 1: Understanding Averages
- 2: Calculating the Mean
- 3: Calculating the Mean
- 4: Solving Problems Involving the Mean
- 5: Reading Pie Charts
- 6: Reading Pie Charts
- 7: Reading Pie Charts
- 8: Reading Pie Charts
- 9: Reading Line Graphs
- 10: Reading Line Graphs
- 11: Converting Miles and Kilometres

**Number and Place Value: Negative Numbers**

- 1: Adding and Subtracting Negative Numbers
- 2: Using Negative Numbers

**SATs**

**Measurement: Volume**

- 1: Finding the Volume of Cuboids
- 2: Finding the Volume of Cuboids
- 3: Finding the Volume of Cuboids
- 4: Finding the Volume of Cuboids
- 5: Solving Problems Involving Volume

**Geometry: Geometry**

- 6: Naming Parts of a Circle
- 7: Solving Problems Involving Angles in a Circle
- 8: Drawing Quadrilaterals
- 9: Drawing Triangles
- 10: Drawing Triangles
- 11: Drawing Nets of 3D Shapes
- 12: Drawing Nets of 3D Shapes

**Geometry: Position and Movement**

- 6: Describing Reflections
- 7: Describing Movements
- 8: Describing Movements
- 9: Using Algebra to Describe Position
- 10: Using Algebra to Describe Movements

*Formal Written Method*




$$\begin{array}{r} \text{£ } 3.90 \\ + \text{£ } 2.50 \\ \hline \text{£ } 6.40 \end{array}$$

*Order of Operations*

Calculate.

- $(1 + 3) \times 5 - 7 =$
- $1 + (3 \times 5) - 7 =$
- $(1 + 3) \times (7 - 5) =$

*Ratio and Algebra*

London plane  1890 trees  
 sweet chestnut   
 common lime 

There are 9 parts in total. Divide 1890 by 9.

x	18	3	90
$\frac{x}{3}$			

*Multiplying / Dividing Multiples of 10 Using Factors*

$450 \div 15 =$         $450 = 45 \text{ tens}$   
 $45 \text{ tens} \div 15 = 3 \text{ tens}$   
 $450 \div 15 = 30$

*Formal Written Method:  $4d \times 2d$ ;  $3d \div 2d$*

$\text{£}1229 \times 28 =$

$$\begin{array}{r} 1229 \\ \times 28 \\ \hline 9832 \\ + 24580 \\ \hline 34412 \end{array}$$

$1229 \times 8 = 9832$   
 $1229 \times 20 = 24580$   
 $1229 \times 28 = 34412$

$2 \overline{) 8.42} \rightarrow 2 \times 4$   
 $\begin{array}{r} 8.42 \\ - 8 \\ \hline 0.4 \\ - 0.4 \\ \hline 0.02 \\ - 0.02 \\ \hline 0 \end{array} \rightarrow 2 \times 0.2$   
 $\begin{array}{r} 8.42 \\ - 0.4 \\ \hline 8.02 \\ - 0.02 \\ \hline 8.00 \\ - 8.00 \\ \hline 0 \end{array} \rightarrow 2 \times 0.01$

*Multiplying / Dividing Using Partitioning*

6.15

6 ones    1 tenth    5 hundredths

5 ones    11 tenths    5 hundredths

5 ones    10 tenths    15 hundredths

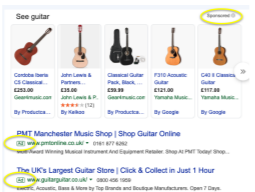
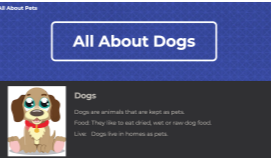

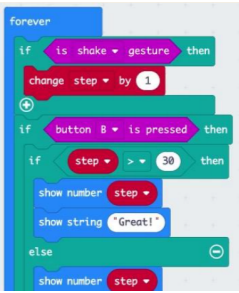
1 one    2 tenths    3 hundredths







$6.15 \div 5 = 1.23$

<p><b>English</b></p> <p>Writing</p>	<p>Genre Narrative</p> <p>Model Text Wonder</p> <p>Toolkit Characterisation &amp; Dialogue</p> <hr/> <p>Genre Writing skills &amp; sentence level tasks</p>	<p>Genre Narrative (Continuation of Narrative)</p> <p>Model Text The Boy in the Tower</p> <p>Toolkit</p> <hr/> <p>Genre Non-Narrative Writing (newspaper report, informal letter, diary entry, Non-Chronological Report, discussion)</p> <p>Model Text The Boy in the Tower</p> <p>Toolkit Structure of a Newspaper (Direct &amp; Indirect Speech), Formal and Informal Writing</p>	<p>Genre Narrative</p> <p>Model Text Alma</p> <p>Toolkit Creating Settings and Atmosphere / Entertain</p> <hr/> <p>Genre Non-Narrative (Discussion / Debate Writing) Narrative (Write own Island story)</p> <p>Model Text The Island</p> <p>Toolkit Discussion Texts &amp; write own narrative</p> <hr/> <p>Genre Non-Narrative (Newspaper)</p> <p>Model Text Three Little Pigs</p> <p>Toolkit Writing to Inform</p>	<p>Genre Non-Narrative (Non-Chronological Report)</p> <p>Model Text Holes</p> <p>Toolkit Non-Chronological Report - Desert Biome &amp; Yellow Spotted Lizard / Inform</p> <hr/> <p>Genre Poetry</p> <p>Model Text Injustice Poetry</p> <p>Toolkit Similes and metaphors to send a message</p> <hr/>	<p>Genre Non-Narrative (argument writing)</p> <p>Model Text Pig Heart Boy</p> <p>Toolkit Balanced Argument - Should children be offered priority for organ transplants?</p> <hr/> <p>Genre Non-Narrative (explanation text about the heart)</p> <p>Model Text Pig Heart Boy</p> <p>Toolkit Explanation text</p> <hr/> <p>Genre Narrative / setting description</p> <p>Model Text Gothic Horror</p> <p>Toolkit Creating Tension / Show not tell</p> <hr/> <p>Genre Poetry</p> <p>Model Text The Dong With a Luminous Nose</p> <p>Toolkit Nonsense Poetry <a href="https://interestingliterature.com/2021/07/edward-lear-the-dong-with-a-luminous-nose-summary-analysis/">https://interestingliterature.com/2021/07/edward-lear-the-dong-with-a-luminous-nose-summary-analysis/</a></p>	<p>Genre Non-Narrative (Biography)</p> <p>Model Text Floodland</p> <p>Toolkit Campaign - Saving the Environment</p> <hr/> <p>Genre</p> <p>Model Text</p> <p>Toolkit</p>
<p><b>English</b></p> <p>Grammar &amp; Punctuation</p>	<ul style="list-style-type: none"> <li>Subjects (Nouns) and Actions (Verbs)</li> <li>Simple Sentences</li> <li>Fragments &amp; Run-Ons</li> <li>Compound Sentences</li> <li>Noun Phrases</li> <li>Complex Sentences</li> <li>Reverse Complex Sentences</li> <li>Adverbial Phrases &amp; Fronted Adverbial Phrases</li> <li>Relative Clauses</li> <li>Embedded Clauses</li> <li>Direct Speech</li> </ul> <ul style="list-style-type: none"> <li>Sentence Types</li> <li>Nouns - Different Types</li> <li>Subject / Object</li> <li>Capital Letters</li> <li>Pronouns - Possessive and Relative</li> <li>Adjectives</li> <li>Determiners</li> <li>(Expanded) Noun Phrases</li> <li>Dictionary &amp; Thesaurus</li> <li>A or An</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions (Coordination and Subordination)</li> <li>Verbs</li> <li>Adverbs</li> <li>Past / Present Tense</li> <li>Progressive Form</li> <li>Perfect Form</li> <li>Verb Inflections</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions</li> <li>Adverbial Phrases</li> <li>Fronted Adverbials</li> <li>Adverbs or Modal Verbs for Possibility</li> <li>Relative Clauses</li> <li>Brackets, Dashes and Commas to Indicate Parenthesis</li> <li>Synonyms &amp; Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Commas to Clarify Meaning or Avoid Ambiguity</li> <li>Hyphens to Avoid Ambiguity</li> <li>Apostrophes for Contraction, Singular Possession and Plural Possession</li> <li>Word Families</li> </ul>	<ul style="list-style-type: none"> <li>Direct Speech</li> <li>Standard English</li> <li>Semi-Colons, Colons &amp; Dashes Between Independent Clauses</li> <li>Colons to Introduce a List; Semi-Colons Within Lists</li> <li>Subjunctive Form</li> <li>Active &amp; Passive</li> <li>Commas</li> </ul>	<ul style="list-style-type: none"> <li>Review &amp; Recap</li> </ul>

<p><b>English</b> Spelling</p>	<p>1: Year 3/4 Word List 2: ant &amp; ent 3: able/ably &amp; ible/ibly 4: -cial &amp; -tial 5: Suffix -fer 6: SATS Practice 7: Proofreading</p>	<p>1: Year 5/6 Word List 2: Homophones (ce/se) 3: Personalised Spelling 4: Endings (-cious &amp; -tious) 5: Year 5/6 Word List 6: Revision</p>	<p>1: -ough Sound 2: Year 5/6 Word List 3: Endings (-cial &amp; -tial) 4: Proofreading 5: Word Generation With Prefix 6: Semi-Colon 7: Objective and Subjective Language</p>	<p>1: Recap Spellings 2: Homophones (KS2) 3: Proofreading 4: Year 5/6 Word List 6: Generating Words From Prefixes and Roots</p>	<p>1: Rare GPCS &amp; Year 5/6 Word List 2: Spelling Strategies 3: Word Endings (-ant, -ance -ancy) 4: Proofreading 5: Root Words and Meaning</p>	<p>1: Recap Spellings 2: Spelling Strategies 3: Word Endings (-ent, -ence, -ency) 4: Year 5/6 Word List 5: Homophones KS2</p>
<p><b>English</b> Handwriting</p>	<p>1: Developing an Individual Handwriting Style 2: Revising Slanted Writing 3: Keeping Letters in Correct Proportion 4: Writing Fluently and Legibly 5: Forming and Joining Descenders</p>	<p>6: Forming and Joining the Letter 't' 7: Joining to / from the Letter 'o' 8: Punctuation 9: Slanted Writing 10: Capital Letters</p>	<p>11: Spacing 12: Writing Instructions 13: Fluency, Speed and Legibility 14: The Diagonal Join 15: The Horizontal Join</p>	<p>16: Forming Letters at the Correct Height and Size 17: Leaving the Correct Space Between Letters 18: Joining to the Letter 'r' 19: Horizontal Joins 20: Printing</p>	<p>21: Paragraphs 22: Writing Double Letters 23: Spacing Within Words 24: Ensuring Letters are the Correct Proportion</p>	<p>25: Presentation 26: Fluency 27: Speedwriting 28: Presentation</p>
<p><b>English</b> Whole Class Reading</p>	<p>Wonder RJ Palacio</p> 	<p>The Boy in the Tower Polly Ho-Hen</p> 	<p>Skellig David Almond</p> 	<p>Holes Louis Sachar</p> 	<p>Pig Heart Boy Malorie Blackman</p> 	<p>Floodland Marcus Sedgwick</p> 
<p><b>English</b> Text Study</p>	<ul style="list-style-type: none"> <li>Orange is No Man's Land (Elizabeth Laird)</li> </ul>	<ul style="list-style-type: none"> <li>Beetle Boy (MG Leonard)</li> </ul>	<ul style="list-style-type: none"> <li>Asha and the Spirit Bird (Jasbinder Balan)</li> </ul>	<ul style="list-style-type: none"> <li>Injustice (Shakur Grant)</li> <li>Derby Day (Maz O'Connor)</li> <li>Suffragette, the Battle for Equality (David Roberts)</li> <li>Amazing Evolution: The Journey of Life (Anna Claybourne)</li> <li>The Island (Armin Greder)</li> </ul>	<ul style="list-style-type: none"> <li>The Dong With a Luminous Nose (Edward Lear)</li> <li>We Are All Greta (Valentina Giannella)</li> </ul>	<ul style="list-style-type: none"> <li>Goldfish Boy (Lisa Thompson)</li> </ul>
<p><b>English</b> Let's Think in English</p>	<p><b>LTE: Life Doesn't Frighten Me</b> 'Life Doesn't Frighten Me' by Dr Maya Angelou <i>frames of reference</i></p> <p><b>LTE: Maps</b> 'Geography Lesson' by Brian Patten <i>symbolic reasoning</i> What are the objects in Wonder that symbolise courage / strength?</p>	<p><b>LTE: Way Home</b> 'Way Home' by Libby Hathorn <i>symbolic reasoning</i> Can we find symbols with the protagonist's journey? What things does she encounter that tell us the most about her?</p> <p><b>LTE: Bear</b> 'My Mother Saw a Dancing Bear' by Charles Causley <i>classification</i></p>	<p><b>LTE: Tree</b> 'The Giving Tree' by Shel Silverstein <i>symbolic reasoning</i> Think of the whole message from the whole story, what does it say about life. Uncle Ernie is selfish (link with the boy who swam) Support fable and message of the boy who swam.</p> <p><b>LTE: Shoes</b> '6 Word Short Story' by Ernest Hemingway <i>classification</i> Features of a story, keep coming back to it. Write their own micro fiction, then 50 words - all aspects of writing in a tight space. Kevin Causy Holland.</p>	<p><b>LTE: Snowmen</b> 'Snowmen' by Roger McGough' <i>narrative sequencing</i> Freezing time, doing things that you think are well intended but have bad consequences (link to Holes, kissin Kate Barlow).</p> <p><b>LTE: Knight</b> 'Fast Rode the Knight' by Stephen Crane <i>narrative sequencing</i> Chronology, the idea of positive characters as they seem but they are not (link with Holes).</p> <p><b>LTE: Survivors</b> 'Survivors' by David Long <i>classification</i> Link the Suffragettes, telling history through narrative, real hybrid text, can I include inclusive character details bringing more empathy to the story.</p>	<p><b>LTE: Who</b> 'Who?' by Charles Causley <i>frames of reference</i></p> <p><b>LTE: Window</b> 'Window' by Jannie Baker <i>narrative sequencing</i></p>	<p><b>LTE: The Island</b> 'The Island' by Armin Greder <i>symbolic reasoning</i> Linking back to Pig Heart Boy, responsibility, protecting your own. Can you make any links to the behaviour of the characters on the island and the characters in Pig Heart Boy?</p> <p><b>LTE: Not Much Room</b> 'The Worm and the Bird' by Coralie Bickford-Smith <i>narrative sequencing</i></p> <p><b>LTE: Happy Birthday Moon</b> Memories about Priory School. Life as an autobiographical poem.</p>

<p><b>Science</b></p>	<p><b>Physics: Light</b> Sight - Light Travel - Shadows</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>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.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><i>reflect, reflection, shadow, light, ray, transmit, opaque, transparent, emit, translucent, absorb, dispersion, iris, prism, pupil, retina, optic nerve, lens, image, cornea, refraction, mirror, convex, concave</i></p>	<p><b>Physics: Electricity</b> Circuits - Components - Symbols</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>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.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><i>conductor, insulator, battery, cell, lamp, switch, circuit, component, buzzer, motor, voltage, function, brightness, volume, symbols, wire, graphite, series, parallel. plastic, metal</i></p>	<p><b>Biology: Living Things and Their Habitats</b> Classification - Microorganisms, Plants and Animals</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><i>mammal, reptile, amphibians adapt, habitat, microorganism, adaptation, characteristics, classify, fungi, virus, bacteria, movement, respiration, reproduction, growth, nutrition, excretion, sensitivity, vertebrate, invertebrates, species, kingdoms, mosses, ferns, woody, flowering plants, non-woody flowering plants</i></p>	<p><b>Biology: Evolution and Inheritance</b> Evolution - Offspring - Adaptation</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><i>natural selection, characteristics, evidence, fossils, parent, offspring, inherit, inherited characteristic, environmental characteristic, adapt, adaptation, evolve, environment, species, breed</i></p>	<p><b>Biology: Animals, Including Humans</b> Circulatory System - Diet and Lifestyle - Nutrients</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><i>circulatory system, heart, blood vessel, veins, capillaries, lungs, oxygenated, deoxygenated, respiration, pulse, ventricle, aorta, atrium, arteries, oxygen, carbon dioxide</i></p>
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<p><b>Computing</b></p>	<p><b>Online Safety and Wellbeing: 6</b></p> <p>How can we stay safe and well when using digital technology?</p> <p><b>Be Internet Sharp</b> <i>digital footprint, positive, negative, settings</i></p> <p><b>Be Internet Alert</b> <i>spear phishing, verifiable, deceptive, firewall, malware, encrypted</i></p> <p><b>Be Internet Secure</b> <i>two-step verification, security token</i></p> <p><b>Be Internet Kind</b> <i>bystander, upstander, harassment, amplify, block</i></p> <p><b>Be Internet Brave</b> <i>PEGI rating, app store rating</i></p> <p><b>Be Internet Healthy</b> <i>digital wellbeing</i></p>	<p><b>Computing Systems and Networks: Communication</b></p> <p>How is the World Wide Web used for communication?</p>  <p>Recognising how the WWW can be used to communicate and be searched to find information.</p> <p><i>search engine, select, rank, web crawler</i></p>	<p><b>Creating Media: Webpage Creation</b></p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p> <p><i>copyright, HTML, web page, hyperlink</i></p>	<p><b>Data and Information: Spreadsheets</b></p> <p>How can a spreadsheet help organise complex data sets?</p> <table border="1" data-bbox="1602 1218 1958 1375"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Attraction</td> <td>Location</td> <td>Travel duration</td> <td>Distance in miles</td> <td>Cost per mile</td> </tr> <tr> <td>2</td> <td>Alton Towers Theme Park</td> <td>Staffordshire</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Harry Potter Studio Tour</td> <td>Watford</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>National Space Centre</td> <td>Leicester</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Buckingham Palace</td> <td>Westminster</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Science Museum</td> <td>London</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>LEGOLAND®</td> <td>Windsor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Edinburgh Zoo</td> <td>Edinburgh</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>Sea Life</td> <td>Brighton</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>Splashdown Water Park</td> <td>Poole</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>Billy Bob's Parlour</td> <td>Yorkshire</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Answering questions by using spreadsheets to organise and calculate data.</p> <p><i>spreadsheet, column, row, formatting, formula, table, graph</i></p>		A	B	C	D	E	1	Attraction	Location	Travel duration	Distance in miles	Cost per mile	2	Alton Towers Theme Park	Staffordshire				3	Harry Potter Studio Tour	Watford				4	National Space Centre	Leicester				5	Buckingham Palace	Westminster				6	Science Museum	London				7	LEGOLAND®	Windsor				8	Edinburgh Zoo	Edinburgh				9	Sea Life	Brighton				10	Splashdown Water Park	Poole				11	Billy Bob's Parlour	Yorkshire				<p><b>Creating Media: 3D Modelling</b></p> <p>How can a variety of media be combined to meet a purpose?</p>  <p>Planning, developing, and evaluating 3D computer models of physical objects.</p> <p><i>3D model, 3D printing</i></p>	<p><b>Programming: Sensing</b></p> <p>How can algorithms be used with variables?</p>  <p>Designing and coding a project that captures inputs from a physical device, considering repetition, selection and variables.</p> <p><i>variable, sensing</i></p>
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<p><b>Art &amp; Design / Design &amp; Technology</b></p>	<p><b>Textiles: Combining Different Fabric Shapes</b></p> <p>Design, make and evaluate a <b>mobile phone case</b> (product) for <b>themselves or a chosen adult</b> (user) for <b>carrying and protecting a phone</b> (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i>  2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use pattern pieces and computer-aided design to show our design? <i>Design</i>  3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i>  4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Sculpture: Carving</b></p>  <p><b>Texture Shape Form</b></p> <p>1: Inspiration: Benin Sculptures, Own Observations, Barbara Hepworth, Narong  2: Techniques: Using Carving Tools to Create Shape and Form (in <a href="#">Soap</a>)  3: Techniques: Creating Texture and Detail  4: Creation: Own Piece</p>	<p><b>Food: Celebrating Culture and Seasonality</b></p> <p>Design, make and evaluate a <b>couscous dish</b> (product) for <b>their family</b> (user) for <b>eating to celebrate cultures from around the world</b> (purpose).</p>  <p>1: What products already exist? How have chefs from different cuisines developed the food we eat (Jamie Oliver, Heston Blumenthal, Delia Smith, Yotam Ottolenghi, Magnus Nilsson, Francis Mallmann, Vikas Khanna)? <i>Evaluate</i>  2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use annotated sketches to show our design? <i>Design</i>  3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i>  4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Painting: Art with a Message</b></p>  <p><b>Colour Pattern Shape Space</b></p> <p>1: Inspiration: Human Emotion (Expressing Conflict), Pablo Picasso ("Art is a Lie That Makes Us Realise Truth"), Kathe Kollwitz, Frida Kahlo, Banksy  2: Techniques: Colour - Tertiary, Warm &amp; Cool, Complementary &amp; Contrasting  3: Techniques: Using Colour for Effect  4: Techniques: Using Pattern, Shape and Space for Effect  5: Creation: Own Piece</p>	<p><b>Mechanisms: Cams</b></p> <p>Design, make and evaluate a <b>moving toy</b> (product) for a <b>younger child</b> (user) for <b>playing with</b> (purpose).  <a href="#">link to Computing (3D modelling and printing)</a></p>  <p>1: What products already exist? <i>Evaluate</i>  2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use exploded diagrams and computer-aided design to show our design? <i>Design</i>  3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i>  4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Drawing: Realistic and Surrealistic Creatures</b></p>  <p><b>Texture Line Shape Form Space</b></p> <p>1: Inspiration: Natural World, Robert Hooke (Micrographia - Scientific Drawing), Leonora Carrington (Surrealist Drawing)  2: Techniques: Different Materials (Pencil/Pen) to Create Shapes  3: Techniques: Creating Textures  4: Techniques: Creating 3D Form and Depth When Drawing  5: Techniques: Space: Composition, Scale and Proportion  6: Creation: Own Piece</p>
<p><b>Music</b></p>	<p><b>Happy</b></p> <p><b>Unit Theme:</b> Being Happy!  <b>Style of Main Song:</b> Pop/Neo Soul</p>	<p><b>Classroom Jazz 2</b></p> <p><b>Unit Theme:</b> Jazz, Improvisation and Composition  <b>Style of Main Song:</b> Bacharach and Blues</p>	<p><b>A New Year Carol</b></p> <p><b>Unit Theme:</b> Benjamin Britten's Music and Cover Versions  <b>Style of Main Song:</b> Classical or Urban Gospel</p>	<p><b>You've Got a Friend</b></p> <p><b>Unit Theme:</b> The Music of Carole King  <b>Style of Main Song:</b> 70s Ballad / Pop</p>	<p><b>Music and Me</b></p> <p><b>Unit Theme:</b> Creating Own Music Inspired by Identity</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p><b>Unit Theme:</b> The History and Language of Music  <b>Style of Main Song:</b> Classical</p>

<p><b>R.E.</b></p>	<p><b>Freedom and Justice</b>  <a href="#">How can we and why should we create a more free and just world?</a></p> <p>Christian traditions  Muslim traditions</p> <p><b>1: Communicate and Apply:</b> Do agreements make the world more or less fair and just?  <b>2: Inquire:</b> What do Christians believe about 'freedom' and 'justice'?  <b>3: Inquire:</b> What do Muslims believe about 'freedom' and 'justice'?  <b>4: Contextualise:</b> How do Christians act to build freedom and justice?  <b>5: Contextualise:</b> How do Muslims act to build freedom and justice?  <b>6: Evaluate:</b> How can we and why should we create a more free and just world?</p> <p>A: freedom, justice, equality  B:  C: Moses (C), covenant (C)</p> <p><b>UC:</b> <i>People of God: How can following God bring freedom and justice?</i></p>	<p><b>Sacredness</b>  <a href="#">Is there a difference between special, holy and sacred?</a></p> <p>Muslim traditions</p> <p><b>1: Communicate and Apply:</b> What similarities and differences are there between 'special', 'holy' and 'sacred'?  <b>2: Inquire:</b> What is sacred to Muslims?  <b>3: Contextualise:</b> What do Muslims believe and how do they act in response to what they believe is sacred? <i>mosque visit</i>  <b>4: Contextualise:</b> What do followers of other religious traditions believe and how do they act in response to what they believe is sacred?  <b>5: Evaluate:</b> Can a place be sacred?</p> <p>A: <b>special</b>  B: holy, sacred, symbol  C: Allah (M), wudu (M)</p>	<p><b>Rites of Passage</b>  <a href="#">Are rites of passage important to people's identity?</a></p> <p>Christian traditions  Jewish traditions  Hindu traditions  Muslim traditions</p> <p><b>1: Communicate and Apply:</b> Are 'ceremonies' and 'rites of passage' important to me and to others?  <b>2: Inquire and Contextualise:</b> What do Christians and Muslims believe and how do they act at a birth?  <b>3: Inquire and Contextualise:</b> What do Christians and Jews believe and how do they act at a coming of age?  <b>4: Inquire and Contextualise:</b> What do Christians and Hindus believe and how do they act at a marriage?  <b>5: Evaluate:</b> Do 'rites of passage' and 'ceremonies' matter?</p> <p>A: <b>community, belonging,</b> identity  B: ceremony, initiation, rites of passage  C: Mitzvah (J), baptism (C)</p>	<p><b>Sacrifice and Salvation</b>  <a href="#">How can sacrificing something bring freedom?</a></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> What does 'sacrifice' and 'salvation' mean to me and to others?  <b>2: Inquire:</b> What does 'sacrifice' mean to Christians?  <b>3: Contextualise:</b> How do Christians act in response to their beliefs around 'sacrifice'?  <b>4: Inquire:</b> What does 'salvation' mean to Christians?  <b>5: Contextualise:</b> How do Christians act in response to their beliefs around 'salvation'?  <b>6: Evaluate:</b> Should everyone be ready to make sacrifices?</p> <p>A: <b>love,</b> devotion  B: salvation  C: agape (C), atonement (C), grace (C), resurrection (C), redemption (C), salvation (C)</p> <p><b>UC:</b> <i>Salvation (4): What did Jesus do to save human beings? / What difference does the resurrection make to Christians?</i></p>	<p><b>Stewardship (2)</b>  <a href="#">How and why should people look after the world?</a></p> <p>Christian traditions  Humanist approaches to life</p> <p><b>1: Communicate and Apply:</b> Should we care about problems in the world?  <b>2: Inquire:</b> Why do Christians care about the world?  <b>3: Contextualise:</b> What do Christians do to make the world better?  <b>4: Inquire and Contextualise:</b> Why would an atheist care for the world? <i>humanist visitor</i>  <b>5: Evaluate:</b> What motivates people to make the world a better place?</p> <p>A:  B: stewardship, discipleship  C: atheism / agnosticism (Hu), moral values (Hu), responsibility (Hu)</p> <p><b>UC:</b> <i>Kingdom of God (2): What kind of king is Jesus? / God (3): What would Jesus do?</i></p>	<p><b>Special Symbols</b>  <a href="#">What symbols are special for people?</a></p> <p>Christian traditions  Jewish traditions  Sikhi faith traditions  Hindu traditions  Buddhist traditions  Muslim traditions</p> <p><b>1: Inquire:</b> What is 'special' to followers of religious traditions?  <b>2: Communicate and Apply:</b> What symbols are special to me and to others?  <b>3: Inquire and Contextualise:</b> What symbols are special to followers of religious traditions?  <b>4: Communicate and Apply:</b> How are symbols special to people?  <b>5: Evaluate:</b> Can a symbol represent what is special?</p> <p>A: <b>special</b>  B: holy, sacred, symbol  C: cross (C), Star of David (J), Khanda (S), Om (H), Dharmachakra (B), star and crescent moon (M)</p>
<p><b>P.E.</b></p>	<p><b>Football</b>  Pupils will learn to <b>consistently</b> apply effective <b>attacking</b> skills, applying <b>decision making</b> in order to keep possession and score.</p> <p>Pupils will in turn apply pressure when <b>defending</b> to regain <b>possession</b> effectively.</p>	<p><b>Tag Rugby</b>  Pupils will consolidate their understanding of <b>attacking</b> and <b>defending</b>.</p> <p>Pupils will create <b>tactics</b> for both attack and defence and apply them into game situations, adapting them when necessary.</p>	<p><b>Handball</b>  Pupils will consistently apply effective passes, applying <b>decision making</b> as to which pass to make and when in order to keep possession and score.</p> <p>Pupils will <b>create</b> and <b>apply tactics</b> in games adapting them as the game situation changes.</p>	<p><b>Netball</b>  Pupils will <b>consolidate</b> their understanding of the principles of <b>attack</b> and <b>defence</b>. They will <b>consistently</b> apply a range of <b>effective</b> passes, in order to keep possession and score. Pupils will in turn <b>apply</b> pressure when defending to regain possession quickly.</p>	<p><b>Rounders</b>  Pupils will learn to consistently apply effective <b>tactics</b> for both batting and fielding.</p> <p>Pupils will utilise their prior knowledge of <b>batting</b> and <b>fielding tactics</b> and consider when, where and why they will apply these during a game.</p>	<p><b>Problem Solving</b>  The unit of work will consolidate pupil's ability to apply effective <b>teamwork</b> through different problem-solving <b>challenges</b>. Throughout the unit, there will be a focus on pupils' ability to <b>lead</b> others, <b>applying</b> skills essential to working within a team as well as create, <b>evaluate</b> and adapt <b>tactics</b>.</p>
	<p><b>Matching and Mirroring</b>  The unit of work will focus on applying "excellent gymnastics" through <b>matching</b> and <b>mirroring</b> movements.</p> <p>Pupils will create a <b>sequence</b> of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p>	<p><b>Dance: Titanic</b>  The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.</p> <p>Pupils will perform <b>choreographed</b> movements and balances that incorporate <b>emotion, expression,</b> and <b>characterisation</b>.</p>	<p><b>Dance: Carnival</b>  The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance.</p> <p>Pupils will continue to use their bodies to perform technical movements with <b>control</b> and <b>rhythm</b>.</p>	<p><b>Badminton</b>  Pupils will refine their ability to execute certain shots and to <b>think tactically</b>, deciding which shot to play and why in a game situation. Pupils will apply their learning in <b>singles</b> and <b>doubles</b> games.</p>	<p><b>Cricket</b>  Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p>	<p><b>Athletics</b>  The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of <b>competitions</b>.</p> <p>Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p>

<p><b>French</b></p>	<p><b>Greetings</b>          Bonjour! / Salut! / Au revoir! / À plus!          / Comment t'appelles-tu? / Je m'appelle...          Ça va? (Oui), ça va bien, merci. Pas mal, merci. (Non), ça ne va pas.          Ça s'écrit comment? Ça s'écrit ...</p> <p><b>Ages</b>          Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un.          J'ai (onze) ans.</p>	<p><b>Birthdays</b>          Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.          Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.          Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un.</p> <p><b>My School Bag</b>          Un agenda, un cahier, un crayon, un livre, un portable, un stylo, une calculatrice, une gomme, une règle, une trousse, des cahiers.          Dans mon sac, il y a...          Articles: Using un, une, des (the indefinite articles 'a' and 'some'); the indefinite article.          Plurals.</p>	<p><b>My Classroom</b>          Le bureau, le professeur, le tableau, le tableau interactif, l'ordinateur, la chaise, la fenêtre, la porte, la table, la salle de classe, les livres, les élèves.          Articles: Using le, la, les (the definite article 'the'); the definite article          Accents.          Plurals.</p> <p><b>Hobbies</b>          J'adore, j'aime, je n'aime pas, je déteste.          Le foot, le judo, le rugby, le skate, le tennis, le vélo, la danse, la gymnastique, la musique, les jeux vidéo.          Gender.          Articles.</p>	<p><b>Describing Things</b>          Colours: blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert.          Position of adjectives.          Adjective agreement.</p> <p><b>Animals</b>          Un chat, un cheval, un chien, un cochon d'Inde, un hamster, un lapin, un oiseau, un poisson rouge, un serpent, une souris, une tortue.          Je n'ai pas d'animal.          Review of colours.          Articles.          Adjectives.          Plurals .</p> <p><b>Family</b>          Mon cousin, mon frère, mon grand-père, mon père, mon oncle, ma cousine, ma grand-mère, ma mère, ma sœur, ma tante.          (Mon frère) s'appelle ... (Mes sœurs) s'appellent          Gender.          Adjectives. Possessive adjectives.</p>	<p><b>Where I Live</b>          J'habite dans...          Une ferme, une maison, un appartement, un château, un grand/petit appartement, une grande/petite maison.          A la campagne, à la montagne, au bord de la mer, dans un village, dans une ville, dans la forêt.          Adjectives.          Position of Adjectives.</p> <p><b>Food &amp; Drink</b>          Pour le petit déjeuner, ...          Je mange un croissant/un pain au chocolat/une tartine/des fruits.          Je bois un jus d'orange/un thé/un chocolat chaud.          Pour le déjeuner, ...          Je mange un sandwich au fromage/un sandwich au jambon/une glace/une pizza.          Je bois un café/un coca/une limonade.          Articles. The indefinite article.</p>	<p><b>Nationalities and Countries</b>          Le Pays de Galles, la France, la Belgique, l'Écosse, l'Angleterre, l'Irlande.          Gallois(e), français(e), belge, écossais(e), anglais(e), irlandais(e).          Present tense irregular verbs.          Present tense regular -er verbs.          The present tense (être and habiter).          Prepositions (en and au).</p> <p><b>Weather</b>          Quel temps fait-il?          Il fait chaud. Il fait froid. Il y a du soleil. Il y a du vent. Il y a du brouillard. Il y a des nuages. Il y a de l'orage. Il pleut. Il neige. Il gèle.          Au printemps, en été, en automne, en hiver.</p>
<p><b>P.S.H.E.</b></p>	<p><b>Jigsaw: Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Identifying Goals for the Year</li> <li>Global Citizenship</li> <li>Children's Universal Rights</li> <li>Feeling Welcome and Valued</li> <li>Choices, Consequences and Rewards</li> <li>Group Dynamics</li> <li>Democracy and Having a Voice</li> <li>Anti-Social Behaviour</li> <li>Role-Modelling</li> </ul> <p>&gt; I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>&gt; I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p><b>Jigsaw: Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Perceptions of Normality</li> <li>Understanding Disability</li> <li>Power Struggles</li> <li>Understanding Bullying</li> <li>Inclusion/Exclusion</li> <li>Difference as Conflict, Difference as Celebration</li> <li>Empathy</li> </ul> <p>&gt; I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>&gt; I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p><b>Jigsaw: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Personal Learning Goals</li> <li>Success Criteria</li> <li>Emotions in Success</li> <li>Making a Difference in the World</li> <li>Motivation</li> <li>Recognising Achievements</li> <li>Compliments</li> </ul> <p>&gt; I can explain different ways to work with others to help make the world a better place.</p> <p>&gt; I can explain what motivates me to make the world a better place.</p>	<p><b>Jigsaw: Healthy Me</b></p> <ul style="list-style-type: none"> <li>Taking Personal Responsibility</li> <li>How Substances Affect the Body</li> <li>Exploitation, Including 'County Lines' and Gang Culture</li> <li>Emotional and Mental Health</li> <li>Managing Stress</li> </ul> <p>&gt; I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>&gt; I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Identifying Mental Health Worries and Sources of Support</li> <li>Love and Loss</li> <li>Managing Feelings</li> <li>Power and Control</li> <li>Assertiveness</li> <li>Technology Safety</li> <li>Take Responsibility With Technology Use</li> </ul> <p>&gt; I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>&gt; I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations</p>	<p><b>Jigsaw: Changing Me</b></p> <ul style="list-style-type: none"> <li>Self-Image</li> <li>Body Image</li> <li>Puberty and Feelings</li> <li>Conception To Birth</li> <li>Reflections About Change</li> <li>Physical Attraction</li> <li>Respect and Consent</li> <li>Boyfriends/Girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul> <p>&gt; I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>&gt; I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>