

## Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

| Year 6                       | Autumn 1 <sup>st</sup> half term                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2 <sup>nd</sup> half term          |              | Spring 1 <sup>st</sup> half term    |                                   | Spring 2 <sup>nd</sup> half term                    |                | Summer 1 <sup>st</sup> half term   |       | Summer 2 <sup>nd</sup> half term |  |  |
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| Whole school spiritual theme | Core Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                          | Parables of Jesus                         |              | Old Testament                       |                                   | Psalms                                              |                | Miracles of Jesus                  |       | Miracles of Jesus                |  |  |
|                              | Liturgical calendar: Harvest                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          | Liturgical calendar: Advent / Christmas   |              | Liturgical calendar: Epiphany       |                                   | Liturgical calendar: Lent                           |                | Liturgical calendar: Easter        |       | Liturgical calendar: Pentecost   |  |  |
| Overall year group theme     | World War II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |              | Ancient Greek Legacy                |                                   |                                                     | Our Wild World |                                    |       |                                  |  |  |
| RE                           | Loving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocation and Commitment                                                                                                                                                                                                                                                                                                                                                                                                  | Judaism                                   | Expectations | Sources                             | Unity                             | Death and New Life                                  | Witnesses      | Healing                            | Islam | Common Good                      |  |  |
| English reading and writing  | Poetry- power of imagery (1 week)                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                          | The blitz - Journalistic writing (3 week) |              | Poetry- non-fiction poetry (1 week) |                                   | Authors and texts J K Rowling                       |                | Non chronological report (3 weeks) |       | Reading Poetry                   |  |  |
|                              | Extending Narrative Goodnight Mr Tom-diary (4 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                          | Rose Blanche- Timeslip story (3 weeks)    |              | Suspense writing (3 weeks)          |                                   | Formal/impersonal writing- letter writing (3 weeks) |                | Biography (3 weeks)                |       | POST SAT project work            |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |              |                                     | Elgin marbles- argument (3 weeks) |                                                     |                |                                    |       |                                  |  |  |
| English grammar              | Sentence Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              | -Use of the passive to affect the presentation of information in a sentence ( for example, I broke the window in the greenhouse versus The window in the greenhouse was broken).<br>-The difference between structures typical of informal speech and structures appropriate for formal speech and writing ( for example, the use of question tags: He's your friend isn't her? Or the use of subjective forms such as If I were or Were they to come in some very formal writing or speech). |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Text Structure                                                                                                                                                                                                                                                                                                                                                                                                           |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis<br>-Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]                                                                |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Punctuation                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -Use of a semi colon, colon and dash to mark the boundary between independent clauses ( for example, It's raining; I'm fed up).<br>-Use of colon to introduce a list and the use of semi colons within lists.<br>-Bullet points to list information.<br>-How hyphens can be used to avoid ambiguity (for example, man eating shark versus man- eating shark, or recover versus re-cover).                                |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Handwriting – pupils should be taught to;                                                                                                                                                                                                                                                                                                                                                                                |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.<br>-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch. |                                           |              |                                     |                                   |                                                     |                |                                    |       |                                  |  |  |

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|                                                                                  | <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>-Speak audibly and fluently with an increasing command of Standard English.</li> <li>-Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>-Gain, maintain and monitor the interest of the listener.</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>-Select and use appropriate registers for effective communication.</li> </ul> <p><u>Spelling</u></p> <p>Following the read, write, Inc spelling scheme and the year 5/6 National Curriculum Statutory Spelling list (to be given at meet the teacher.)</p> <p><u>Terminology pupils need to know</u></p> <p>Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas ( or speech marks ), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, passive, active, synonym, antonym, ellipses, hyphen, colon, semi-colon.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          |
| <b>Maths</b><br><b>(using the White Rose mastery approach to teaching maths)</b> | <p><u>Number</u></p> <p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><u>Number</u></p> <p>Fractions</p> <p><u>Geometry</u></p> <p>Position and direction</p>                                                                                                                                                                                                                                                                                                                        | <p><u>Number</u></p> <p>Decimals</p> <p>Percentages</p> <p>Algebra</p>                                                                                                                                                                                                                                                                                                                         | <p><u>Number</u></p> <p>Ratio</p> <p><u>Measurement</u></p> <p>Converting units</p> <p>Perimeter, are and volume</p> | <p><u>Geometry</u></p> <p>Properties of shape</p> <p><u>Statistics</u></p>                                                                                                                                                                                                                                                                           | Post SATs project work                                                                                                                                                                                                                                                                                                                   |
| <b>Science</b>                                                                   | <p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>Explain that we see things because light travels from light sources to our eyes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p><u>Animals including Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> |                                                                                                                      | <p><u>Living Things and their Habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> | <p><u>Evolution and inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to</p> |

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|                  | <p>or from light sources to objects and then to our eyes.<br/>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <p>their parents.<br/>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |
| <b>History</b>   | <p><u><b>WW2</b></u><br/>Understands a significant turning point in British history eg Battle of Britain, D Day Landings<br/>Understand changes in social history resulting from WWII<br/><u>Chronological understanding</u><br/>Can create timelines from memory using dates, details and eras showing knowledge of how to check accuracy<br/>Can identify trends in different periods of history, make connections and comparisons, to improve historical perspectives<br/><u>Historical interpretation and enquiry skills.</u><br/>Explore different points of views in history and explain and understand why these help us to understand and interpret history</p> | <p><u><b>Ancient Greece</b></u><br/>Can describe how the influence of the Ancient Greeks is reflected in their own lives eg Olympics, art, architecture, literature, democracy, leisure<br/>Can describe Greek Life and achievements and their influence on the western world eg The Olympics<br/><u>Chronological understanding</u><br/>Uses vocabulary in context and understand the terms relating to different types of history<br/><u>Historical interpretation and enquiry skills.</u><br/>Investigate and respond to complex research questions independently using different evidence to support responses</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                              |
| <b>Geography</b> | <p><u><b>WW2</b></u><br/><u>Geographical Skills</u><br/>Can produce accurate scaled maps.<br/>Can compare and contrast areas of the UK (eg places heavily bombed in WW2) by analysing their geographical features on a range of maps including digital/ computer mapping.</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><u><b>Ancient Greece</b></u><br/><u>Location and Place Knowledge</u><br/>Can describe the environmental regions, key human and physical characteristics, countries and major cities of Europe.<br/>Understands how human and physical processes give a country studied (eg Greece) their unique characteristics.</p>                                                                                                                                                                                                                                                                                                | <p><u><b>Our Wild World</b></u><br/><u>Locational and Place Knowledge</u><br/>Can explain how time zones (including day and night) in different countries around the world affect the human and physical geography of a place.<br/>Understands how human and physical geography can lead to similarities and differences in a range of environments studied.<br/><u>Human and physical geography</u><br/>Can describe how physical activity such as volcanoes and earthquakes have impacted</p> |  |                                                                                                                                                              |

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|                       |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                              | and or changed physical and human characteristics of a place in the world.<br>Can describe and explain how physical processes have changed the characteristics of the landscape of a continent (Tectonic activity)<br><u>Geographical skills and fieldwork</u><br>Can identify geographical patterns on a range of scales.<br>Can describe geographical processes observed including taking appropriate measurements and represent these, e.g. text, graphs and spreadsheets.<br>Can explain what physical and human processes may have occurred in a place by studying an aerial image of it. |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |
| <b>Art and Design</b> | <u>Drawing</u> One point perspective.<br>Systematically develop ideas and test in sketchbooks.<br>Explore composition and ‘all possibilities’                                                             | <u>Mixed media</u> independently select range of media and processes to suit intention and express mood. Refine skills<br><u>Knowledge &amp; Understanding</u><br>WWII artists: Henry Moore, Paul Nash, Graham Sutherland, Picasso ‘Guernica’, contemp. & modern war artists | <u>Drawing</u> from observation. Figure drawing- proportions.<br><u>Collage</u> Awareness of qualities of range of materials and independent choice to suit intention.                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Knowledge &amp; Understanding</u><br>Ancient Greek art & architecture. Parthenon<br>Marbles- debate.<br><u>Evaluating</u><br>Reasoned account of own and other professionals’ work taking into account starting point, intentions and cultural contexts. | <u>Mixed media</u><br>Drawing- self portraits in profile& expressive drawing. Photography, resist printing, collage<br><u>Generate Ideas</u> that show curiosity, imagination& originality using sketchbooks to develop and record ideas. | <u>Knowledge &amp; understanding:</u><br>Investigating genre: classical, cubist, expressionist, pop-art, manga, photography, contemporary.<br><u>Evaluating</u><br>Reasoned account of own and other professionals’ work taking into account starting point, intentions and cultural contexts |
| <b>DT</b>             | <u>Working with textiles</u><br>Make do and Mend<br>Accurately measure, mark out, assemble and join materials<br>Critically evaluate their ideas and products against their original design specification |                                                                                                                                                                                                                                                                              | <u>Food</u><br>Celebrating culture and seasonality.<br>Designing, preparing and evaluating a Greek Feast using seasonal ingredients.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             | <u>Electrical systems</u><br>More complex switches and circuits ( inc. programming, monitoring & control)<br><br>TBC                                                                                                                      |                                                                                                                                                                                                                                                                                               |

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|           | <p>Generate a realistic design that takes into account constraints of resources and costs</p> <p>Identify the needs wants and preferences of their product audience and use these to develop their own success criteria</p> <p>Our end product will be a Christmas stocking.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PE</b> | <p><u>Outdoor: Tag rugby</u></p> <ul style="list-style-type: none"> <li>-Links intelligently with other players in a team game through passing and movement</li> <li>-Can lead others in a game situation act as a good role model within a team</li> <li>-Can umpire or referee a game</li> <li>-Plays to agreed rules and demonstrates a sporting attitude</li> <li>-Can use, adapt and apply tactics, choosing the most effective one for different situations</li> <li>-Works with others to design a game, or modify an established game</li> </ul> <p><u>Indoor: Dance</u></p> <p>WWII - lindy hop</p> <ul style="list-style-type: none"> <li>-Develop a sequence to perform in front of</li> </ul> | <p><u>Outdoor: Football</u></p> <ul style="list-style-type: none"> <li>-Links intelligently with other players in a team game through passing and movement</li> <li>-Can lead others in a game situation act as a good role model within a team</li> <li>-Can umpire or referee a game</li> <li>-Plays to agreed rules and demonstrates a sporting attitude</li> <li>-Can use, adapt and apply tactics, choosing the most effective one for different situations</li> <li>-Works with others to design a game, or modify an established game</li> </ul> <p><u>Indoor: Gymnastics</u></p> <ul style="list-style-type: none"> <li>-Perform a range of shapes and actions with control and accuracy</li> <li>-In cooperate partner balances into a sequence</li> <li>-Incorporates apparatus into a sequence, navigating safely over, through and under</li> </ul> | <p><u>Outdoor: Hockey</u></p> <ul style="list-style-type: none"> <li>-Links intelligently with other players in a team game through passing and movement</li> <li>-Can lead others in a game situation act as a good role model within a team</li> <li>-Can umpire or referee a game</li> <li>-Plays to agreed rules and demonstrates a sporting attitude</li> <li>-Can use, adapt and apply tactics, choosing the most effective one for different situations</li> <li>-Works with others to design a game, or modify an established game</li> </ul> <p><u>Indoor: Dance</u></p> <p>Express an idea in an original and imaginative way</p> | <p><u>Outdoor: Basketball</u></p> <ul style="list-style-type: none"> <li>-Links intelligently with other players in a team game through passing and movement</li> <li>-Can lead others in a game situation act as a good role model within a team</li> <li>-Can umpire or referee a game</li> <li>-Plays to agreed rules and demonstrates a sporting attitude</li> <li>-Can use, adapt and apply tactics, choosing the most effective one for different situations</li> <li>-Works with others to design a game, or modify an established game</li> </ul> <p><u>Indoor: Fitness</u></p> <p>Effectively discipline themselves in a variety of fitness activities</p> <ul style="list-style-type: none"> <li>-Can lead a warm-up activity</li> </ul> | <p><u>Outdoor: Athletics</u></p> <ul style="list-style-type: none"> <li>-Demonstrates good control, strength, speed and stamina in a variety of athletic events</li> <li>-Effectively paces themselves over a variety of running distances</li> </ul> <p><u>Indoor: Pilates</u></p> <p>Develop skills to participate effectively</p> <p>Exploring the parameters of the discipline</p> <ul style="list-style-type: none"> <li>-Can explain the short and long term effects of exercise</li> </ul> | <p><u>Outdoor: Striking and Fielding Games</u></p> <p>Cricket</p> <p>Selects and performs combination of sending and striking skills with confidence, accuracy and consistency</p> <p><u>Indoor: Games</u></p> <p>Work with others to modify and design a game</p> <ul style="list-style-type: none"> <li>-Demonstrates a good understanding of how to improve in different physical activities and sports and the ability to evaluate and recognise their own success</li> </ul> |

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|                  | <p>an audience.</p> <p>-Shows variation in dance, including speed, direction, shape, actions and use of canon/ synchronisation</p> <p>-Perform with high energy, show grace and maintain this throughout a piece</p>                                                                                                 | <p>apparatus</p> <p>-Plans and performs sequences which flow well together, with smooth transitions</p>                                                                                            | <p>-Develop a sequence to perform in front of an audience.</p> <p>-Shows variation in dance, including speed, direction, shape, actions and use of canon/ synchronisation</p> <p>-Perform with high energy, show grace and maintain this throughout a piece</p> |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                       |
| <b>Music</b>     | <p><u>Performing</u></p> <p>Sing songs confidently in unison and in parts relating to WW2.</p> <p><u>Appreciation</u></p> <p>Listen and reflect on lyrics of songs from WW2 and write own verse for a song lyrics.</p> <p><u>Performing</u></p> <p>Play simple chords on guitar and keyboard to accompany songs.</p> | <p><u>Appreciation/ Composition</u></p> <p>Listen to Christmas songs and write their own song in small groups.</p> <p>Accompany own songs with their own and classroom instruments and record.</p> | <p><u>Composition</u></p> <p>Learning songs about Greek Gods.</p> <p>Writings raps about Greek Gods.</p>                                                                                                                                                        | <p><u>Transcription/ composition</u></p> <p>Retell a Greek Legend using a variety of sounds to compose, including chords and model scales on the keyboards, pitched percussion and guitars.</p> <p>Record their compositions.</p> | <p><u>Appreciation</u></p> <p>Learn about Samba and where it is from.</p> <p>Learn about all the different instruments found in a Samba band.</p> <p><u>Performance</u></p> <p>Learn about the important features of Samba Music (Call and response, cue, breaks, pulse, rhythms etc).</p> <p>Take turns to lead the group in a performance to the school.</p> <p>Perform as a class Samba band.</p> | <p><u>Performance</u></p> <p>Learning songs from the end of year production singing in unison, parts and harmony.</p> |
| <b>Computing</b> | <p><u>We are app planners</u></p> <p>– computer networks</p> <p>– planning the creation of a mobile</p>                                                                                                                                                                                                              | <p><u>We are project managers –</u></p> <p>computational thinking –</p> <p>developing project management skills</p>                                                                                | <p><u>We are market researchers –</u></p> <p>productivity –</p> <p>researching the app</p>                                                                                                                                                                      | <p><u>We are interface designers –</u></p> <p>communication/collaboration</p> <p>– designing an interface for an app</p>                                                                                                          | <p><u>We are app developers –</u></p> <p>programming – designing a simple mobile phone app</p>                                                                                                                                                                                                                                                                                                       | <p><u>We are marketers –</u></p> <p><u>creativity</u> – creating video and web copy for a mobile phone</p>            |

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|                                                       | app                                                                                                                                                                                                                  |                                                                                                                                                                                                                             | market                                                                                                                                                                                                                               |                                                                                                                                                                       |                                                                                                                                                                      | app                                                                                                                                                                                           |
| <b>EPR<br/>(Education and Personal Relationships)</b> | New beginnings<br><br>Global education –<br><i>refugees / Islamophobia</i>                                                                                                                                           | Getting on and falling out –<br>Say no to Bullying<br><br>Gender<br><i>LGBT Education</i>                                                                                                                                   | Going for goals<br><br>Keeping safe – alcohol and drugs education<br><i>Preventing early use</i>                                                                                                                                     | Good to be me<br>(Mental Health and wellbeing lessons)<br><br>Difference and diversity -<br><i>stereotyping and discrimination</i>                                    | Protective behaviours<br><i>Feeling good, feeling safe(1)</i><br><br><i>Feeling good, feeling safe(2)</i>                                                            | RSE – <i>Reproduction, conception and marriage</i><br><br>Changes                                                                                                                             |
| <b>Primary Languages<br/>(French)</b>                 | Learn how ask questions in different ways using intonation<br>Learn how ask the time<br>Learn how to tell the time on the hour, quarter past and half past<br>Learn how to tell the time using minutes past the hour | Be able to understand and describe their daily routine<br>Learning about children's daily routine in another culture<br>Learn to give opinions about houses<br>Be able to talk about their favourite house/ hobby/ subject. | Appreciate a story and understand the main points<br>Learn vocabulary to describes rooms in the house<br>Build phrases using je peux plus an infinitive<br>Learn and present about what children around the world have in their room | Learn vocabulary for places in a town<br>Learn language relating to directions<br>Be able to understand and give directions orally<br>Learn how to buy food in a shop | Learn numbers 61-100<br>Revise numbers 1-100<br>Learn about famous French food and French menus<br>Learn how to form the perfect tense<br>Practise the perfect tense | Prepare a presentation on a famous dish from France<br>Revise the simple future tense<br>Pronounce the letters of the French alphabet<br>Be able to spell out words given in separate letters |
| <b>Enrichment</b>                                     | Newhaven Fort Trip<br>Evacuee day                                                                                                                                                                                    | VE day street party                                                                                                                                                                                                         | Greek day<br>Greek Workshop                                                                                                                                                                                                          | Politician visit                                                                                                                                                      | Residential                                                                                                                                                          | Ardingly<br>Bikeability                                                                                                                                                                       |