

Autumn 2024

Y6 Stone Age to Iron Age Learning Sequence

Synopsis:

Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will develop their archaeological skills and vocabulary. Children will find out about tool-making and explore the importance of Stonehenge. They go on to explore and understand Iron Age hill forts. They will learn how human society developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.

In **English**, children will read *Boy* by Roald Dahl while exploring the features of Autobiographies. They will write their own autobiographies based on their school memories. They look at the non-fiction genre of non-chronological reports; using the term's History and Science units to write their own reports. They will study a classic text in the form of the Shakespeare play, *Romeo and Juliet*, and explore poetry on the theme of diversity and Black Lives Matter, linking with our Jigsaw topic of Celebrating Difference.

In **Maths**, children learn place value, the four operations, fractions and measure.

In **Science**, children study Evolution and Inheritance, and Light.

In **History**, children learn about the pivotal changes and developments that occurred from the Stone Age to the Iron Age.

In **Art**, children learn about Pop Art, focussing on Roy Lichtenstein and the impact of his work on the art world. They will use digital media to create a self-portrait stencil. They will also learn about collage and the techniques to create texture and tactile qualities.

In **D&T**, children will learn about programming micro:bits to perform a range of tasks.

In **Computing**, children learn about online safety and coding.

In **Music**, children will use the Charanga music scheme to learn about Music Technology and Developing Ensemble Skills.

In **PE**, children will take part in Gymnastics, Football, Netball, Running and Orineteering.

In **PSHE**, children take part in Jigsaw lessons on the theme of Being Me in My World and Celebrating difference.

Length of theme: 15 weeks

English

Autobiography

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Proof-read for spelling and punctuation errors

English Learning Sequence

Children will:

- Listen to, read and be inspired by the book *Boy* by Roald Dahl throughout the unit, using themes and passages from the book to inspire and direct their own writing.
- Record significant things about myself.
- Identify the features of an autobiography
- Use effective noun phrases.
- Think of different sources for an autobiography.
- Write an opening to their own autobiography using:
 - ✓ First person
 - ✓ Past tense
 - ✓ Sequencing vocabulary
 - ✓ Feelings
 - ✓ Interesting use of ambitious vocabulary to capture the reader's attention.
- Write further sections of their own autobiography using
 - ✓ Interesting anecdotes
 - ✓ Interesting adjectives for descriptions
 - ✓ Dates and Locations
- Evaluate their own and other's writing
- Make improvements to their own and other's writing

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Know and understanding the differences between spoken and written language

Text Structure & Features

Summarise and present familiar stories in their own words

Summarise main ideas from more than one paragraph using evidence

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

In fiction, consider how authors develop character and setting

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures

Evaluate how authors use language and consider effect on the reader

Use a wide range of devices to build cohesion within and across paragraphs

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify

Understand verb prefixes eg dis-, de-, mis-, over- and re

Spell some words with silent letters

Continue to distinguish between homophones and other words that are often confused

Use knowledge of morphology and etymology as a strategy for spelling

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus to look for suitable synonyms

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Choose the writing implement best suited to the task

English

Non-chronological report

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Precis longer passages

Proof-read for spelling and punctuation errors

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

English Learning Sequence

Children will:

- Listen to, read and be inspired by the book 'Charles Darwin's On the Origin of Species' retold and illustrated by Sabina Radeva throughout the unit, using themes and passages from the book to inspire and direct their own writing.
- Explore the features of a non-chronological report
- Understand that all plants and animals differ
- Understand how and why some animals die, survive or survive and reproduce.
- Write effective sentences for a non-chronological report, using:
 - ✓ Title
 - ✓ Rhetorical Questions
 - ✓ Direct address
 - ✓ Conjunction for opposition and cause and effect
 - ✓ Precise verbs, adjectives, adverbs
 - ✓ Relative clause
 - ✓ Prepositions
 - ✓ Fronted adverbials
 - ✓ Colon list
 - ✓ Metaphors and similes
 - ✓ Scientific explanation and terminology
 - ✓ Conclusion
- Write a non-chronological report on the Dodo
- Evaluate their own and other's writing
- Make improvements to their own and other's writing

Use colons to introduce a list and mark boundaries between clauses
Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses
Punctuate bullet points consistently
Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Text Structure & Features

Summarise and present familiar stories in their own words
Summarise main ideas from more than one paragraph using evidence
Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
Evaluate how authors use language and consider effect on the reader
Use a wide range of devices to build cohesion within and across paragraphs
Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify
Understand verb prefixes eg dis-, de-, mis-, over- and re
Spell some words with silent letters
Continue to distinguish between homophones and other words that are often confused
Use knowledge of morphology and etymology as a strategy for spelling
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Use a thesaurus to look for suitable synonyms
Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Choose the writing implement best suited to the task

English

Poetry on a theme – Black Lives Matter

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use active/passive voice for effect

Use perfect form to indicate time/cause

English Learning Sequence

Children will:

- Discuss a poem and practise reading aloud
- Read about Black Lives Matters and answer questions
- Read and answer questions about a challenging poem.
- Add to, build on or counter other people's ideas
- Annotate poems, showing some of the techniques that have been used.
- Compare poems, explaining my personal opinions

- Read and explore poems by Benjamin Zephaniah
- Read and discuss poetry related to racism
- Write answers to explain their thinking
- Compare a poem and a non-fiction article that give similar messages
- Write an acrostic poem on the theme of racism

- Identify and discuss punctuation in an article
- Exploring punctuation in poems
- Identify and discuss how a poet has used punctuation
- Use the punctuation in their reading of a poem
- Edit a poem to add punctuation and line breaks

- Devise story ideas/create ideas for a story
- Use their ideas to tell a version of their story
- Write a story, using dialogue, action and description to create tension
- Discuss the theme of their writing and make links to other writing

- Plan and write a poem based on their stories
- Edit and improve their poem, listening to the effect it creates

Use hyphens to avoid ambiguity
Use colons to introduce a list and mark boundaries between clauses
Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses
Punctuate bullet points consistently
Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)
Identify formal/informal structures eg question tags, subjunctive form
Know and understanding the differences between spoken and written language

Text Structure & Features

Summarise and present familiar stories in their own words
Summarise main ideas from more than one paragraph using evidence
Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
In fiction, consider how authors develop character and setting
Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
Evaluate how authors use language and consider effect on the reader
Use a wide range of devices to build cohesion within and across paragraphs
Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

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Understand verb prefixes eg dis-, de-, mis-, over- and re
Spell some words with silent letters
Continue to distinguish between homophones and other words that are often confused
Use knowledge of morphology and etymology as a strategy for spelling
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Use a thesaurus to look for suitable synonyms

- Prepare a performance of a poem they have written
- Offer feedback to others about their performances
- Reflect on their own performance

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 Choose the writing implement best suited to the task

English

Classic plays – Shakespeare (*Romeo and Juliet*)

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Integrate dialogue to advance action and convey character

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

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Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

English Learning Sequence

Children will:

- Read and understand a modern version of The Prologue (*Romeo and Juliet*)
- Explore the first half of *Romeo and Juliet*, making predictions
- Explore the second half of *Romeo and Juliet*, answering questions
- Read and act playscripts

- Add relative clauses to sentences
- Create embedded clauses
- Write using relative clauses

- Explore verb prefixes
- Use verb suffixes
- Write using relative clauses
- Explain literal and figurative meanings of idioms
- Talk about the ways that new words are made

- Generate ideas for scenes
- Work with others to improvise a scene from a Shakespeare play
- Record and collect dialogue that has been improvised
- Draft a playscript
- Evaluate their own and other's writing
- Make improvements to their own and other's writing.

- Prepare performances of playscripts
- Work in a group to perform a playscript
- Evaluate performances

Précis longer passages

Proof-read for spelling and punctuation errors

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use active/passive voice for effect

Use perfect form to indicate time/cause

Use hyphens to avoid ambiguity

Use colons to introduce a list and mark boundaries between clauses

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses

Punctuate bullet points consistently

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Identify formal/informal structures eg question tags, subjunctive form

Know and understanding the differences between spoken and written language

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English

Guided Reading sessions

English Objectives

Word Reading

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
 Read other words of more than one syllable
 Read words with contractions and understand role of apostrophe
 Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency
 Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered
 Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes
 Sound out unfamiliar words accurately, automatically and without undue hesitation
 Read words containing common suffixes
 Read common exception words
 Apply growing knowledge of root words, prefixes and suffixes (etymology)

English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound

Identify word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound and where these occur in the word

Identify further word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Comprehension

Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Read a wide variety of books that are structured in different ways for a range of purposes

Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures

Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text

Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text

Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)

Checking that the book makes sense to them, discuss and explore meanings of words in context

Ask relevant and pertinent questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify how language, structure and presentation contribute to meaning

Evaluate authors' use of figurative language and consider effect on the reader

Distinguish between fact and opinion

Retrieve, record and present information effectively from non-fiction books

Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views

Explain their understanding through detailed discussions, formal presentations and debates

Maths

Place value, the four operations, fractions, measure

Maths Objectives

Number Sense

read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

round any whole number to a required degree of accuracy

use negative numbers in context, and calculate intervals across 0

solve number and practical problems that involve all of the above

Addition & Subtraction

use their knowledge of the order of operations to carry out calculations involving the 4 operations

solve problems involving addition, subtraction, multiplication and

All year groups follow the Power maths mastery programme.

These curriculum objectives are covered in daily lessons through a small step, progressive approach.

division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

perform mental calculations, including with mixed operations and large numbers

Multiplication & Division

multiply multi - digit numbers up to 4 digits by a two -digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two -digit whole number using the formal written method of long division, and interpret remainders as whole

number remainders, fractions, or by rounding, as appropriate for the context

divide numbers up to 4 digits by a two -digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the 4 operations

solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Fractions

use common factors to simplify fractions; use common multiples to express fractions in the same denomination

compare and order fractions, including fractions >1

add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]

divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]

identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

multiply one - digit numbers with up to 2 decimal places by whole numbers

use written division methods in cases where the answer has up to 2 decimal places

solve problems which require answers to be rounded to specified degrees of accuracy

recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts

solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison

solve problems involving similar shapes where the scale factor is known or can be found

solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Measurement

solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate

use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places

convert between miles and kilometres

recognise that shapes with the same areas can have different perimeters and vice versa

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³

Science

Evolution and Inheritance

Science Objectives

Make Observations

Independently decide which observations to make.

Perform Tests

Recognise and control variables where necessary.

Explain which variables need to be controlled and why.

Ask Questions

Plan different types of scientific enquiry in order to answer questions.

Use science experiences to explore ideas and raise different types of

Science Learning Sequence

- Build human life cycle Big Picture Model. (re-cap puberty, fertilisation, gestation, birth).
- Make DNA. Felt pen colours (genes) drawn along length of 2x yellow string (twisted).
- Explore hair colour, eye colour, ear lobes, etc.
- Look at family photos. Similarities/differences.
- Explore eye colour, ear lobes, tongue rolling.
- Explore non-inherited features.
- What is the effect of beak shape on the chance of survival? (Make beaks – pick up seeds/rice).
- Adaptation to cold (polar bears, penguins, seals).

<p>question.</p> <p>Gather Data Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, examining causal relationships and reliability of results.</p> <p>Analyse Data Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning. Interpret scientific evidence that has been used to support/refute arguments.</p> <p>Use Equipment Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.</p> <p>Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<ul style="list-style-type: none"> • Adaptation heat/dryness (cactus, camel, elephant). Make different sized elephant ears (towels). Measure speed of evaporation. • How do seals stay warm (effect of lard on hand in cold water. Use bag to increase fat layer)? • Explore a range of fossil specimens. • Re-cap fossil formation (Rocks yr3). Extend. • Make a fossil (shell, plastic animal). • Research fossil evidence for dinosaurs. • Research fossil evidence for (horse, etc).
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Science

Light

<p>Science Objectives</p> <p>Make Observations Independently decide which observations to make.</p>	<p>Science Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Plan and carry out light investigations in response to given enquiry questions
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Perform Tests

Recognise and control variables where necessary.
Explain which variables need to be controlled and why.

Ask Questions

Plan different types of scientific enquiry in order to answer questions.
Use science experiences to explore ideas and raise different types of question.

Gather Data

Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs.
Report and present findings from enquiries, examining causal relationships and reliability of results.

Analyse Data

Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning.
Interpret scientific evidence that has been used to support/refute arguments.

Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

Light

Recognise that light appears to travel in straight lines.
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.
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.

- Identify variables that need to be controlled in order to achieve a fair test
- Record and present findings, identifying patterns and drawing conclusions

- Demonstrate and conclude that light travels in a straight line
- Know that a light source is needed in order to see
- Convert feet and inches to cm
- Make viable suggestions for given angles

- Demonstrate and describe the movement of light off mirrors
- Plan and carry out an investigation into the reflectiveness of given materials
- Record results in graphic form and identify patterns
- Suggest further investigations for their findings

- Be able to explain that a human shadow has the same shape as the person casting it
- Independently plan and carry out an investigation into shadow size and position of a light source
- Draw a line graph from investigation data and note any patterns

- Investigate magnifying lenses, suggesting which cannot magnify enough in given circumstances
- Explain and demonstrate that light can be bent when it is slowed down
- Split white light into rainbow colours

- Plan and carry out a light colour mixing investigation
- Mix light colours
- Present findings in a chart
- Plan a further investigation into the effect of coloured light on coloured materials

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

History

Stone Age to Iron Age

History Objectives

Historical Concepts

Establish clear narratives within and across periods by using secure chronological understanding
 Examine different aspects of history e.g. social, cultural, political and religious, in different contexts
 Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts
 Gain historical perspective by making connections between local, national and international history

Stories & Sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information
 Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda
 Explain why contrasting arguments and interpretations of the past exist

Historical Questions

Address and devise a wide range of historically-valid questions about change, cause, impact and significance

Historical Vocabulary

Develop and apply a range of historical vocabulary eg influential, narratives, perspective

History Learning Sequence

Children will:

- Place the Stone Age, Bronze Age and Iron Age in historical context compared to other historical periods. Children to place them in chronological order.
- How do we know about the Stone Age? An investigation into source of evidence. Stage an archaeological dig.
- Look at Hunter Gatherer's lifestyle. What do we know about them. Create a non-chronological report.
- Learn about the changes taking places between Mesolithic and Neolithic period.
- Find out about Skara Brae and Stonehenge – explain significance. Similarities and differences.
- What changes happened in the Bronze Age? Explore how the development of tools introduced social change.
- Explore the theme of tools over time. How did tools affect lifestyle?
- Look at the introduction of Iron. How did this show progress? Show different advancements made in Iron Age. Which would they say was the most significant? Why?
- Write a balanced argument – When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

Art

Digital media – Pop Art

Art Objectives

Art Learning Sequence

<p>Media & Materials Capture artistic process in sketch book Enhance digital media by editing including sound, video, animation, still images and installations</p> <p>Significant Artists Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language</p> <p>Vocabulary Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative</p> <p>Skills Master art/design techniques with wide range of materials</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Learn about the art movement of Pop Art. • Learn about Roy Lichtenstein and Andy Warhol in the mid-20th Century. • Look at the techniques used to create Pop-Art including Ben Day dots. • Use printed photographs of themselves to create a self portrait in the Pop Art style of Roy Lichtenstein, using tracing techniques. • Use paint to recreate Ben Day dots for colour blocking • Use copy and paste function on computers to create their own pop-art style background for their self-portraits.
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Art

Collage

<p>Art Objectives</p> <p>Media & Materials Capture artistic process in sketch book In collage, combine visual and tactile qualities</p> <p>Significant Artists Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language</p> <p>Vocabulary Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative</p>	<p>Art Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Review art principles (colour, line, shape). • Introduction to collage as an art form. • Discuss the importance of texture in art. • Hands-on exploration of different materials (magazines, fabric, paper, natural elements). • Collect materials for their collage project. • Introduction to composition techniques (balance, contrast, harmony). • Analyse famous collage artworks. • Explore themes for their collage. • Create a rough sketch of their planned composition. • Begin assembling collage based on the planned sketch.
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<p>Skills Master art/design techniques with wide range of materials</p>	<ul style="list-style-type: none"> • Focus on texture and layering techniques. • Incorporate feedback and refine compositions. • Present their collages to the class. • Discuss the choices made regarding materials and composition. • Provide constructive feedback on peers' works.
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D&T

Micro-bits programming

<p>D&T Objectives</p> <p>Design Communicate, generate and develop ideas, drawing on other disciplines e.g. science, maths, computing.</p> <p>Evaluate Explain and understand how key events and individuals in D&T helped to shape the world.</p> <p>Technical Knowledge Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products. Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors).</p> <p>Computing Objectives Computer Science Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition accurately in programs. Accurately manipulate a wide range of variables and various forms of input/output. Securely use logical reasoning to understand how algorithms work and</p>	<p>D&T Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Create their first programs and transfer them to their micro: bits. • Create a simple animation to learn about sequence and simple loops. • Start learning about inputs and outputs using buttons and icons on the display. • Introduce variables to track your step count and begin to use the accelerometer input. • Make an automatic nightlight and discover how logic, conditionals and inputs and outputs combine to make a simple control system. • Combine skills from the previous lessons to turn their micro: bits into an electronic simulation of a popular game of chance (rock, paper, scissors).
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detect and correct errors in algorithms and programs.

Computing

Purple Mash Computing Scheme of work unit 6.2 Online safety

Computing Objectives

Information Technology

Use the opportunities computer networks offer for communication and collaboration

Appreciate how results are selected and ranked and use this to retrieve accurate content

Be discerning in evaluating the reliability of digital content

E-Safety

Confidently, competently and responsibly use information and communication technology

Computing Learning Sequence

Children will:

- Play an example game and do further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.
- use the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software

- Understand how they share impacts upon themselves and upon others in the long-term.
- Know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.
- Demonstrate that they also feel a responsibility to others when communicating and sharing content online.

- Take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Give reasons for limiting screen time.
- Talk about the positives and negative aspects of technology and balance these opposing views.
- Have an internalised in-depth understanding of the risks and benefits of an online presence.

Computing

Purple Mash Computing Scheme of work unit 6.1 Coding

Computing Objectives

Computer Science

Computing Learning Sequence

Children will:

<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition accurately in programs</p> <p>Accurately manipulate a wide range of variables and various forms of input/output</p> <p>Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> • Plan a program which includes a timer and a score. • Follow their plans to create a program. • Debug when things do not run as expected. <ul style="list-style-type: none"> • Create a program that makes use of functions. • Create a program that uses multiple functions with the code arranged in tabs. • Explain how their code executes when their program is run. <ul style="list-style-type: none"> • Follow flowcharts to create and debug code. • Create flowcharts for procedures. • Be creative with the way they code to generate novel visual effects. <ul style="list-style-type: none"> • Code programs that take text input from the user and use this in the program. • Attribute variables to user input. • Be aware of the need to code for all possibilities when using user input. <ul style="list-style-type: none"> • Follow through the code of how a text adventure can be programmed in 2Code. • Design their own text-based adventure game based on one they have played. • Adapt an existing text adventure so it reflects their own ideas.
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Music

Charanga – Music & Technology

<p>Music Objectives</p> <p>Performing</p> <p>Play (including ensembles) melody following staff notation written on one stave</p> <p>Accompany melodies using block chords / bass line</p> <p>Further understand differences between semibreves, minims, crotchets,</p>	<p>Music Learning Sequence</p> <p>A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p>
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<p>quavers and semiquavers, and their equivalent rests Read and play confidently from rhythm notation cards / rhythmic scores</p> <p>Composing Create music that includes repetition and contrast, using chord changes Extend improvised melodies beyond 8 beats over a fixed groove Plan and compose an 8- or 16-beat melodic phrase</p> <p>Listening Listen with attention to detail to combination of high-quality recorded and live music Appreciate and understand music from range of origins, traditions, historical periods and social contexts Evaluate and discuss music using increasing complex language</p> <p>Singing Sing broad range of songs (including syncopated rhythms) as part of a choir Continue to sing 3- and 4-part rounds / partner songs Continue to perform range of songs as choir to range of audiences</p>	<ul style="list-style-type: none"> ● Musicianship (Understanding music and/or Improvise together) ● Listening and Responding ● Learn to Sing the Song ● Play your instruments with the song ● Composing and improvising ● Perform the song ● End of Unit Quiz
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Music

Charanga – Developing ensemble skills

<p>Music Objectives</p> <p>Performing Play (including ensembles) melody following staff notation written on one stave Accompany melodies using block chords / bass line Further understand differences between semibreves, minims, crotchets,</p>	<p>Music Learning Sequence</p> <p>A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Musicianship (Understanding music and/or Improvise together)
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PE

Gymnastics

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Competence</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> ● Develop balance ● Develop jump strategy linking to vaulting ● Vaulting ● Perform rolls with control and balance ● Develop upper body strength for balances ● Perform different balances: shoulder balance; handstand
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<p>Use a broad range of skills in isolation and in combination to become physically confident Master flexibility, strength, technique, control and balance</p> <p>Performance Perform dances and gymnastic routines on own and with others using a range of movement patterns Evaluate and compare performances with previous ones Demonstrate improvement to achieve personal best</p>	<ul style="list-style-type: none"> • Develop flexibility in preparation for cartwheels: stretches, splits • Perform cartwheels and round offs • Link moves to perform in front of others • Review development of skills
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PE

Football

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship Apply range of principles suitable for attacking and defending</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Know how to move with the ball using the correct technique. • Move with the ball with control and at speed. • Change direction with the ball. • Pass the ball using the correct technique. • Pass and receive the ball with control and accuracy. • Use dribbling and passing skills together. • Use at least two different attacking skills and techniques. • Identify different attacking methods used in a game. • Use at least two different defending skills and techniques. • Identify different defending methods used in a game. • Use protecting and invading skills in a game. • Keep score and play as part of a team. • Use leadership skills. • Follow rules and instructions. • Contribute towards the success of their team when attacking or defending. • Evaluate their own and other's work and suggest ways to improve.
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PE

Running

<p>PE Objectives</p> <p>Communication Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Competence Master flexibility, strength, technique, control and balance</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Run the cross-country distance (1000m) and record a time – weekly challenge. • Develop and maintain a better running technique. • Work towards maintaining a consistent running pace. • Take part in different athletics challenges and try to achieve a personal best.
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PE

Netball

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship Apply range of principles suitable for attacking and defending</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Improve and refine catching and throwing in netball. • Use a range of netball passes. • Know how to catch a netball in different ways. • Know how to outwit a defender to receive a pass. • Know how to one-on-one mark an opposition player. • Aim for a target • Play in a netball tournament. • Evaluate their own and others' performance
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PE

Orienteering

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel</p>	<p>PE Learning Sequence</p> <p>Orienteering Children will:</p>
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Evaluate and recognise own and others' success and identify strategies for improvement

Participation

Participate in outdoor and adventurous activities

- Use their knowledge of studying maps in Geography lessons to revise the Stainton school orienteering maps.
- Review the key and symbols on the Stainton school map to identify features within the school grounds, applying their knowledge of orientating the map to match the land and environment around you.
- Recap the aims and purpose of orienteering – map reading, problem solving and running competitively, look at control points and how they are integral to competitive orienteering.
- Practice map reading by completing the 'line' course independently.
- Progress onto the Score orienteering course. reminding about map orientation, working independently and running.
- Use a blank map of Stainton to set up their own orienteering course, taking care to plot the control points on the map, set them out in the grounds and devise a system to track participants' proof of arrival at each control (e.g. lettering)

RE

Mini NT

RE Objectives

The overarching objectives are:

- To gain an overview of the whole picture of the New Testament of the Bible.
- To be able to summarise 40 stories from the New Testament through the use of hand signs.

RE Learning Sequence

Children will:

- Fill in some of the historical events that occurred between the Old and New Testament writings.
- Explore the events of the Christmas narrative and the baptism of Jesus.
- Discover that some of the stories of Jesus show us that Jesus was interested in all types of people.

	<ul style="list-style-type: none"> • Identify some of the key features of Jesus’ public ministry as recorded in the Gospel books of the New Testament (Matthew, Mark, Luke & John). • Understand what a parable is, and what miracles are. • Know who Jesus claimed to be and who people recognised him as. • Know why the Jewish leaders wanted Jesus to be got rid of. • Explore the Biblical narratives around the Easter story. • Explore some of the key aspects of the early church. • Recognise the events of Pentecost. • Discover how the message of the Gospels began to reach those who were not Jews. (The early part of the book of Acts.) • Discover some of the events of Paul’s life – particularly through his journeys to various parts of Asia minor and Europe, as described in Acts. • Understand what the Bible says about the return of Christ.
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RE

Incarnation: Was Jesus the Messiah? (Digging Deeper)

<p>RE Objectives</p> <ul style="list-style-type: none"> • Explain connections between biblical texts, the Incarnation and the Messiah. • To understand the concept of Jesus as the Messiah. • Explain connections between The Transfiguration and the idea of Jesus as Messiah. • Make a connection between the biblical text of the Transformation and how Christians celebrate it. • Write a balanced argument about the need for a Messiah. 	<p>RE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Revise the Big Frieze and identify where the Incarnation lies. Share the situation in which the People of God were in. • Introduce children to the overarching question: Was Jesus the Messiah? • Look at Messianic prophecies and how well they were met by Jesus. • Create a radio advert based on these expectations – make sure there is a link to each Messianic expectation. • Children to write down 2 things which would make them believe that someone was sent by God to save them. • Text Marking:
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	<ul style="list-style-type: none"> ➤ Read/Share the Transfiguration and highlight the things which offer clues that Jesus is the Messiah. • Share a copy of 'The Transfiguration' (Raphael) and discuss what pupils can see. Compare with different images of the Transfiguration. <ul style="list-style-type: none"> ➤ Children choose one of the images to write a description for when it is displayed in a gallery. Include links to biblical texts. • Revise the account of the Transfiguration. • Task: • Imagine how Christians might celebrate the Feast of the Transfiguration. • Draft some ideas for the kinds of things that might be done, said or sung in a service. • Remind the pupils about why Christians think Jesus is the Messiah. Share the statement: 'The world doesn't need a Messiah — it just needs people to love each other.' • Children to plan, write and edit their own balanced argument to address: 'The world doesn't need a Messiah — it just needs people to love each other.'
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PSHE

Jigsaw - Being me in my world

<p>PSHE Objectives</p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them. • I know how to use my Jigsaw Journal • I feel welcome and valued and know how to make others feel the same. • I know that there are universal rights for all children but for many children these rights are not met. • I understand my own wants and needs and can compare these with children in different communities. • I understand that my actions affect other people locally and globally. 	<p>Jigsaw Learning Sequence</p> <p><u><i>My year ahead:</i></u> Remind children about the Jigsaw Learning Charter. Look at JK Rowling and discuss her path to success and how she needed to be resilient. Children design bunting with their own hopes and dreams for the year. They can also create a worry spiral.</p> <p><u><i>Being a Global Citizen 1:</i></u> Children record information about their favourite subject, favourite chocolate bar etc. Collate results for favourite chocolate bar. Discuss the cost of chocolate bars. Look at Ghana and the process of making chocolate. Then children complete a quiz about Ghana and</p>
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<ul style="list-style-type: none"> • I understand my own wants and needs and can compare these with children in different communities. • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • I understand how an individual's behaviour can impact on a group. • I can contribute to the group and understand how we can function best as a whole. • I understand how democracy and having a voice benefits the school community. • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. 	<p>chocolate. Discuss perceptions of Ghana and return to original questions and answer questions as a child in Ghana.</p> <p><u>Being a Global citizen 2:</u> Discuss the statement, 'Children should not be allowed to work on cocoa plantations in Ghana.' Children to then write down everything they would buy if they won a huge amount of money. Discuss wants and needs. Look at Maslow's triangle and identify how their needs are met.</p> <p><u>The Learning Charter:</u> Look at 'Learning goals' for the year as treasure. What obstacles might they have when trying to achieve their goal and what solutions could they put into place. Complete a Jigsaw style learning charter about rights, responsibilities, rewards and consequences.</p> <p><u>Our Learning Charter:</u> In different roles children discuss an anti-social behaviour scenario. Agree what should be a consequence and why.</p> <p><u>Owning Our Learning Charter:</u> Discuss what makes group work effective. Link the school's learning charter to the scenario from last session.</p>
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PSHE

Jigsaw - Celebrating differences

<p>PSHE Objectives</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means. • I understand how being different could affect someone's life. • I can explain some of the ways in which one person or a group can have power over another. • I know some of the reasons why people use bullying behaviours. • I can give examples of people with disabilities who lead amazing lives. • I can explain ways in which difference can be a source of conflict and a cause for celebration. 	<p>Jigsaw Learning Sequence</p> <p><u>Am I normal?</u> Children consider what is 'normal'. Read statements for children to agree/disagree if it is 'normal' or 'not normal'. Introduce and discuss the terms 'prejudice' and 'discrimination'. Children play a true or false quiz which links to discrimination of: Jewish people in WW2 Germany, the slave trade in America/England, gay marriage, girls' education in Pakistan (Malala Yousafzai), votes for women, gangs/extremist groups, Paralympic games.</p> <p><u>Understanding difference:</u> Session 2 is being updated by Jigsaw</p> <p><u>Power struggles</u> Play a game about being 'cool' and 'not cool', sing the Jigsaw song 'There's a Place.' Children identify words that represent acceptance and equality. Children consider scenarios where children have power over others through secrets, manipulating and threatening behaviour. Children work together to discuss and establish what gives people power in the scenarios.</p> <p><u>Why bully</u> Children consider and decide on a set of scenarios as 'bullying' or 'not bullying'. As a class, debrief each of the scenarios to review and</p>
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clarify what bullying is. Children consider the feelings of the people in the scenarios.

Celebrating difference: Recap on Equality Act. Learn about some people with disabilities that achieved medals in the Paralympic games. Children research further Paralympian athletes. Design an award for their Paralympian. Write a short presentation speech as if they were presenting the award to them.

Celebrating difference: Children identify sources of conflict from an selection of images. Children create their own scenarios where difference is the source of a conflict, but concludes where the differences are celebrated. Allow children to perform and watch each others' scenarios.

French

French Sports and the Olympics

French objectives:

- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
- To know whether to use the pronouns il 'he' or elle 'she' when describing someone.
- To know that the way verbs change to match the pronoun is called conjugation.
- To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).
- To conjugate the verbs aller, jouer and faire.
- To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.
- Beginning to predict spelling patterns.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Planning and giving a short oral presentation.
- Modifying, expressing and comparing opinions.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.
- Using existing knowledge of vocabulary and phrases to create

French Learning Sequence

We follow the Kapow scheme of work

Children will:

- Accurately pronounce the name of a sport.
- Construct simple sentences to say whether they like a sport or not.
- Know where some of the countries are located in the world.
- Identify some of the French country words using cognates and near cognates.
- Use the correct form of aller and the correct preposition in most cases in written exercises.
- Understand and accurately pronounce most words and phrases about sports.
- Follow the basic rules of pétanque.
- Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.

new sentences.

- Constructing a short text on a familiar topic.
- Playing the traditional French game of la pétanque.
- Researching information about the French cycle race la Tour de France.
- Comparing sporting activities in France and the UK.
- To know the rules for playing French bowls.
- To know how the maillot jaune is awarded during the Tour de France race.

French

In my French house

French objectives:

- To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu?
- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
- To know that partitive articles describe where something is placed: le livre est à côté du stylo.
- To know a range of prepositions to describe the position of objects.
- Listening and gisting information from an extended audio passage using language detective skills.
- Beginning to predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
- Planning, asking and answering extended questions.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply

French Learning Sequence

We follow the Kapow scheme of work

Children will:

- Understand the French words for different types of houses and their rooms.
- Ask and answer questions using vocabulary about houses and rooms.
- Remember and understand the elements of a house and family.
- Use a writing frame to create a written description of their house.
- Label things in a bedroom and use the related vocabulary in simple sentences.
- Use prepositions accurately, both verbally and in written sentences.
- Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.

pronunciation rules.

- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Using a wide range of descriptive phrases.