

Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for learning:	Where in the World is Beeston?	Let's Celebrate	Can you travel in time?	Let's be curious	Freestyle	Moving on up
English	<p><u>Reading</u> The Explorer by Katharine Rundell</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Information and explanation (Circuits) Descriptive narrative (rural and urban) Location advert of somewhere outside Beeston (Topic book) Destination guide (Topic book) Leaflets (Amazon rainforest – reading)</p> <p>SPAG Informal and formal speech vocabulary</p>	<p><u>Reading</u> The Boy in the Striped Pyjamas by John Boyne</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Letter to a refugee Biased newspaper report (WW2 propaganda) Explanation texts (DT) Wartime poetry. Biography (Thomas Edison – Science)</p> <p>SPAG Passive and active voice (newspapers)</p>	<p><u>Reading</u> Shackleton's Journey by William Grill</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Graphic novel (evolution) Autobiography (Charles Darwin) Balanced argument (evolution vs creation) Non-Chronological report (animal/evolution for an encyclopaedia)</p> <p>SPAG</p>	<p><u>Reading</u> Harry Potter and The Philosopher's Stone by JK Rowling</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Write a letter to the council (Urban habitats) Advert for urban habitat Narrative (linked to Harry Potter) Beginners guide to Hogwarts</p> <p>SPAG Informal and formal speech (narratives)</p>	<p><u>Reading</u> Street Child by Berlie Doherty</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Poetry (links with reading) Narrative (continuation of a story) Agony aunt letter & response (mental health)</p> <p>SPAG Informal and formal speech vocabulary</p>	<p><u>Reading</u> Wonder by RJ Palacio</p> <p>A range of short texts practising our Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising skills.</p> <p><u>Writing</u> Script for a performance (Leavers' assembly) Memoir of Greenmount Graphic novel of a chapter. (Wonder) Explanation text (cooking & nutrition)</p> <p>SPAG Cohesive devices including but not</p>

	<p>and structures (narratives) Synonyms and narratives (adverts) Cohesive devices including but not limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Semi-colon, colon and dash to mark independent clauses (throughout) Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>	<p>Informal and formal structures (letter). Cohesive devices including but not limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Subjunctive forms (poetry) Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Semi-colon, colon and dash to mark independent clauses (throughout) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>	<p>Cohesive devices including but not limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Semi-colon, colon and dash to mark independent clauses (throughout) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>	<p>Synonyms and narratives (adverts) Informal and formal structures (letter) Cohesive devices including but not limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Semi-colon, colon and dash to mark independent clauses (throughout) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>	<p>and structures (narratives) Cohesive devices including but not limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Subjunctive (poems) Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Semi-colon, colon and dash to mark independent clauses (throughout) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>	<p>limited to relative clauses, adverbials of time and place, pronouns and synonyms within and across paragraphs (throughout). Layout devices: headings, subheadings, columns, bullets or tables. (non-fiction) Semi-colon, colon and dash to mark independent clauses (throughout) Use a colon to introduce a list (non-fiction) Hyphens to avoid ambiguity (throughout)</p>
<p>Maths</p>	<p><u>Number: Place value</u></p> <ul style="list-style-type: none"> To read, write, order and compare numbers up 	<p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> To use common factors to simplify 	<p><u>Number: Decimals and percentages</u></p> <ul style="list-style-type: none"> To identify the value of each digit in 	<p><u>Measurement: Converting units perimeter area and volume</u></p>	<p><u>Geometry: Properties of shape</u></p> <ul style="list-style-type: none"> To draw 2-D shapes using given 	<p><u>Statistics</u></p> <ul style="list-style-type: none"> To interpret and construct pie charts and line graphs

	<p>to 10 000 000 and determine the value of each digit.</p> <ul style="list-style-type: none"> To round any whole number to a required degree of accuracy. To use negative numbers in context, and calculate intervals across 0. To solve number and practical problems that involve all of the above. <p><u>Number: Four operations</u></p> <ul style="list-style-type: none"> To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of 	<p>fractions; use common multiples to express fractions in the same denomination</p> <ul style="list-style-type: none"> To compare and order fractions, including fractions >1 To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. To multiply simple pairs of proper fractions, writing the answer in its simplest form. To divide proper fractions by whole numbers. 	<p>numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.</p> <ul style="list-style-type: none"> To multiply one-digit numbers with up to 2 decimal places by whole numbers. To use written division methods in cases where the answer has up to 2 decimal places. To solve problems which require answers to be rounded to specified 	<ul style="list-style-type: none"> To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate To 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. To convert between miles and kilometres. 	<p>dimensions and angles</p> <ul style="list-style-type: none"> To recognise, describe and build simple 3-D shapes, including making nets To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To recognise angles where 	<p>and use these to solve problems</p> <ul style="list-style-type: none"> To calculate and interpret the mean as an average.
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	<p>long multiplication</p> <ul style="list-style-type: none"> To 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. To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders 	<ul style="list-style-type: none"> To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. <p><u>Geometry: Position and direction.</u></p> <ul style="list-style-type: none"> To describe positions on the full coordinate grid (all 4 quadrants) To draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>degrees of accuracy.</p> <ul style="list-style-type: none"> To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p><u>Number: algebra</u></p> <ul style="list-style-type: none"> To use simple formulae. To generate and describe linear number sequences. To express missing number problems algebraically To find pairs of numbers that satisfy an equation with two unknowns To enumerate possibilities of 	<ul style="list-style-type: none"> To recognise that shapes with the same areas can have different perimeters and vice versa To recognise when it is possible to use formulae for area and volume of shapes To calculate the area of parallelograms and triangles To 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. <p><u>Number: ratio</u></p>	<p>they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> To interpret and construct pie charts and line graphs and use these to solve problems. To calculate and interpret the mean as an average. 	
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	<p>according to the context</p> <ul style="list-style-type: none"> • To perform mental calculations, including with mixed operations and large numbers. • To identify common factors, common multiples and prime numbers • To use their knowledge of the order of operations to carry out calculations involving the 4 operations • To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods 		<p>combinations of 2 variables.</p>	<ul style="list-style-type: none"> • To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • To solve problems involving the calculation of percentages and the use of percentages for comparison. • To solve problems involving similar shapes where the scale factor is known or can be found. • To solve problems involving unequal sharing and grouping using 		
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	<p>to use and why</p> <ul style="list-style-type: none"> • To solve problems involving addition, subtraction, multiplication and division • To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 			<p>knowledge of fractions and multiples.</p>		
<p>Science</p>	<p><u>Electricity</u> To identify the basic parts of a series circuit. To use recognised symbols to represent a simple circuit in a diagram. To compare and give reasons for variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p>	<p><u>Light</u> To recognise light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light. To use simple models to describe scientific ideas (shadow).</p>	<p><u>Evolution</u> To recognise that living things have changed over time. To recognise that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are</p>	<p><u>Living things and their habitats</u> To describe how animals are classified into broad groups according to characteristics. To describe how plants are classified into broad groups according to characteristics. To describe how micro-organisms are classified into broad</p>	<p><u>Living things in their habitats cont'd</u> To give reasons for classifying plants based on specific characteristics. To give reasons for classifying animals based on specific characteristics.</p>	<p><u>Circulatory system</u> To identify and name the main parts of the human circulatory system. To describe the function of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p>

	<p>To associate the variation of a component with the number and voltage of cells used in the circuit.</p> <p>To plan scientific enquiry using electrical equipment to answer a question.</p> <p>To report and present findings from enquiries and make predictions to set up further experiments</p>	<p>To explain that we see objects because of reflection and refraction of light.</p> <p>To use the idea that light travels in straight lines to explain why shadows make the same shape as the object they originated from.</p>	<p>not identical to their parents.</p> <p>To identify how animals are adapted to their environment and that adaptation may lead to evolution.</p> <p>To identify how plants are adapted to their environment and that adaptation may lead to evolution.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments (fossils).</p>	<p>groups according to characteristics.</p> <p>To plan scientific enquiries based on questions, including recognising and controlling variables. (micro-organisms)</p> <p>To take measurements using a range of scientific equipment.(micro-organisms)</p> <p>To record data using classification, keys and tables.</p>		<p>To take measurements using a range of scientific equipment.</p> <p>To report and present findings from enquiries using data.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Computing</p>	<p>E-Safety: Data protection and online identity</p> <p><u>Animated Stories</u> Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</p>	<p>E-Safety: Online bullying and online propaganda</p> <p><u>Film Making</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p>E-Safety: Fake news</p> <p><u>Website Design</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p>E-Safety: Social media and networking</p> <p><u>Kodu Programming</u> Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</p>	<p>E-Safety: Reporting inappropriate content</p> <p><u>Spreadsheets</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p>E-Safety: Online gaming and stranger danger</p> <p><u>Online Safety</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • understand computer networks including the internet; how they</p>

	<ul style="list-style-type: none"> • Use sequence, selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>(To create animations for a scene. To structure and control timing of events. To control when objects need to be visible. To sequence events to create a story narrative. To add voice sounds to enhance animated story. To add interactive features to a scene or story.)</p>	<p>goals, including collecting, analysing, evaluating and presenting data and information</p> <p>(To use appropriate software to write a film script. To locate and check digital content and provide sources. To use digital recording devices and import to editing software. To import interviews as a short film. To use video editing software. To publish a film.)</p>	<p>goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> • Use sequence, selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>(To investigate the features of software. To programme Kodu using 'when' and 'do'. To use tools to create a landscape on Kodu. To analyse and deconstruct code. To programme a character to be controlled and reach a goal. To programme a character to follow a path automatically)</p>	<p>goals, including collecting, analysing, evaluating and presenting data and information</p> <p>(To enter data and formulae into a spreadsheet. To order and present data based on calculations. To add, edit and calculate data. To use a spreadsheet to solve problems. To plan and calculate a spending budget. To design a spreadsheet for a purpose)</p>	<p>can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked and be discerning</p>
<p>Geography</p>	<p>To map how land use has changed over time in local history. To extend map skills to 6 figure grid reference.</p>	<p>To locate main countries involved in WW2 on a map of Europe and North and South America.</p>	<p>To name key topographical features of the UK. To understand how coasts, hills, mountains and rivers</p>	<p>To map how land use has changed in local area over time using fieldwork. To use fieldwork to observe the human</p>		

	<p>To use maps, atlases, globes and digital mapping to locate places and describe human features of London using 6 figure grid reference.</p> <p>To use maps, atlases, globes and digital mapping to locate places and describe human features of a place in N/S America using 6 figure grid reference (Chile).</p> <p>To compare the Human geographies of Leeds and Chile.</p>		<p>have changed over time due to erosion.</p> <p>To describe the key aspects of the formation of volcanoes.</p> <p>To recognise how the continents have evolved due to plate tectonics.</p> <p>To locate and describe the features of the 'ring of fire' on a map</p> <p>To describe and understand the key aspects of natural resource distribution (energy).</p>	<p>features in the local area by sketching maps.</p> <p>To measure and physical features (plants) in the local area using graphs.</p> <p>To present findings of a field study and show what it means.</p>		
<p>History</p>		<p>To place historical events and people from past societies in a chronological framework.</p> <p>To compare different versions of an event using primary source materials.</p> <p>To identify and explain the use of propaganda.</p> <p>To describe an event in Britain's past using a range of different sources.</p>	<p>To say where a period of history fits on timeline.</p> <p>To place events of decades on a timeline.</p>	<p>To summarise the main events in Victorian Britain and explain the order in which they happened.</p> <p>To summarise how Britain has had a major influence on world history.</p> <p>To explain what Britain learned from other countries and civilisations through time gone by.</p> <p>To describe how crime and punishment has</p>		

		<p>To explain how events have shaped what we believe nowadays. To respond to historical events.</p>		<p>evolved throughout British history. To explain the subtle differences in British livelihoods in the last 100 years. To use information to plot family trees of monarchs.</p>		
<p>Art</p>	<p>To explain how paintings/pictures of cityscapes are created with elements such as line, tone, pattern, texture, form, space, colour and shape. To carry out studies and tests with media, materials and colours when planning a cityscape. To develop ideas of perspective and media using a sketchbook. To create work for cityscape using a variety of sources. To choose appropriate media and techniques in order to compose a finished product of a cityscape.</p>		<p>To show an awareness of how paintings and sketches by Beatrix Potter and Charles Darwin are created. To demonstrate a wide variety of ways to make different marks with dry and wet media to create realism. To show an awareness of how paintings and sketches by Jennifer Angus and Andy Goldsworthy are created. To use different collage techniques in order to create different effects in making art. To choose appropriate materials to create a unique</p>		<p>To analyse the form, shape, texture and techniques used in Victorian sculpting. To investigate the change in sculpture from Victorians to present day. To develop skills in using clay including slabs, coils and slips. To make preliminary sketches and studies using a variety of sources, and justifying their plans. To independently create sculptures and constructions of a human form (abstract or realistic) based on research. To identify artists in the classroom who have worked in a similar way to their own work.</p>	

			piece of art based on nature and evolution. To justify the choices they made in relation to media, texture and tone.			
Design Technology		<p>Designer: Zaha Hadid</p> <p>Gears and Pulleys (Periscope) Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans 		<p>Designer: Steve Jobs</p> <p>Urban habitat (textiles and materials) Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by- 		<p>Designer: Nadiya Hussain</p> <p>Cooking and nutrition (linked to healthy eating) Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe,

		<p>and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project.</p>		<p>step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.</p>		<p>including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to</p>
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						promote varied and healthy diets.
PSHE	<p>Mental health and emotional wellbeing</p> <p>To understand what mental health is. To explain what can affect mental health and some ways of dealing with this. To understand different everyday ways to look after mental health. To understand the stigma and discrimination that can surround mental health.</p>	<p>Identity, society and equality: Human rights</p> <p>To understand why people move from place to place (refugees). To explain the human rights and the UN convention on the Rights of the Child. To present findings from their research into human rights.</p>	<p>Identity, society and equality: Human rights</p> <p>To understand reasons why people may become homeless. To explain how we can help people who find themselves in homeless situations. To present findings from research from their research into homelessness.</p>	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>To understand the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. To assess the level of risk in different situations involving drug use. To understand ways to manage risk in situations involving drug use.</p>	<p>Keeping Safe and managing risk: Keeping safe out and about.</p> <p>To discuss feelings of being out and about in the local area with increasing independence To recognise and respond to peer pressure To recognise and understand the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>FGM To understand the importance for girls to be protected against FGM</p>	<p>Sex and relationship education</p> <p>To explain the changes that occur during puberty. To understand different attitudes and values around gender stereotyping and sexuality, and consider their origin and impact. To explain what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships To explain human reproduction in the context of the human lifecycle. To explain how a baby is made and grows. To learn about the roles and responsibilities of carers and parents.</p>
RE	How do Sikhs show commitment?	How do Sikhs show commitment?	How do Jews remember the Kings	How do Christians believe about Jesus' life and resurrection?	How does growing up bring responsibilities?	How does growing up bring responsibilities?

			and Prophets in worship and life?			
PE	<p>Matching & Mirroring</p> <ul style="list-style-type: none"> • Introduction to matching • Application of matching learning onto apparatus • Introducing mirroring • Application of mirroring learning onto apparatus • Sequence development • Evaluate their own and others work and suggest ways of making improvements <p>Netball</p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possessional skills, develop officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations 	<p>Carnival</p> <ul style="list-style-type: none"> • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery • understand how a dance is formed and performed • evaluate, refine and develop their own work and others 	<p>Football</p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possessional skills, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games <p>Hockey</p> <ul style="list-style-type: none"> • Consolidate keeping possession • Consolidation of possessional skills, develop officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game 	<p>Tennis</p> <ul style="list-style-type: none"> • Game application; cone tennis • Game application; round robin games • Game application; mixed ability doubles, round robin games • Game application; tag team tennis 	<p>Tag Rugby</p> <p>Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders</p> <ul style="list-style-type: none"> • Refine defending as a team • Create and apply defending as a team • Create and apply defending tactics. Develop officiating <p>Health Related Exercise</p> <ul style="list-style-type: none"> • Initial Fitness Assessment • Cardio Fitness 1 • Flexibility • Strength • Cardio Fitness 2 • Fitness Assessment 	<p>Cricket</p> <ul style="list-style-type: none"> • consolidate and refine learning from previous year. • applying tactics to a game Consolidate batting, bowling and fielding. Introduce attacking and defending skills <p>Athletics</p> <ul style="list-style-type: none"> • Level 1 Running • Level 1 Throwing • Level Jumping • Mini Olympics

	<ul style="list-style-type: none"> • Create, understand and apply defending tactics in game situations 		situations			
French	Let's visit a French Town	Let's Go Shopping	This is France	All in a day	French Classroom	French Festivals
<p><u>Listening</u></p> <ul style="list-style-type: none"> • Interpret simple dialogue, instructions and messages, • Listen to some speech and note down information, the main points or interesting detail. • Listen attentively to identify cultural features of a story, poem or song, such as the type of street/housing. <p><u>Speaking & Vocabulary</u></p> <ul style="list-style-type: none"> • Speak with increasing confidence and fluency in a range of circumstances. • Use a widening vocabulary, referring to a bilingual dictionaries and glossaries for alternatives. • Manipulate language, using vocabulary and structures for a range of purposes and audiences. • Use accurate pronunciation and intonation by listening to modelled examples (e.g. native speakers and recordings). • Describe people, places, objects and actions orally. • Perform and present ideas and information to a wider range of audiences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read simple texts independently, showing understand of familiar words and phrases, using a bilingual dictionary or glossary to look up new words and phrases. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting and substituting words for effect/clarity. • Use a dictionary or glossary to check words and phrases. • Describe people, places, objects and actions in writing. <p><u>Spelling & Grammar</u></p> <ul style="list-style-type: none"> • Spell an increasing number of words correctly in a short piece of writing. • Conjugate verbs for person, then tense. 						



Greenmount Primary School Curriculum Long Term Map 2019/20

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