

Medium Term Planning Year 6 - Curriculum



YEAR 6	Why was it so important Britain won the Battle of Britain? (Local study)	Why did the Vikings invade?	Why is the coastline changing?
	AUTUMN	SPRING	SUMMER
ENGLISH COVERAGE	Alternative Perspectives (Treasure House) – Carrie’s War	Narrative creating tension (Treasure House Scheme)	Non-fiction Biography writing Charles Darwin
	Non-fiction Journalism	Non-fiction Argument and Discussion	Narrative – Shakespeare (Macbeth)
	<u>Narrative – The Firework Makers Daughter</u>	Poetry Free Verse (Treasure House)	Poetry Narrative Techniques (Treasure House)
	<u>Big Writes</u> Diary entry Newspaper report Narrative – adventure	<u>Big Writes</u> Argument and Discussion writing Explanation of the Heart linked to Science Short story	<u>Big Writes</u> Instructions linked to DT Topic Biographical Writing
	<u>Key Texts</u> Carrie’s War Tuesday Letters from the Lighthouse	<u>Key Text</u> Thespina and Scorpion Beowulf Tom’s Midnight Garden A Monster Calls	<u>Key Text</u> The Girl of Ink and Stars

Transcription

Grammar

Objective: To punctuate accurately

Develop understanding of writing concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.
- Link ideas across paragraphs using a wide range of cohesive devices: repetition of word or phrase, grammatical connections and ellipsis
- Use layout devices (e.g. headings, sub headings, columns, bullets or tables

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	Spelling	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus.
	Presentation	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> • Write fluently and legibly with a personal style. 	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> • Write fluently and legibly with a personal style. 	<p>Objective: To present neatly.</p> <ul style="list-style-type: none"> • Write fluently and legibly with a personal style.
Composition	Purpose	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. 	<p>Objective: To write with purpose</p> <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	Imaginative Description	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. 	<p>Objective: To use imaginative description</p> <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.

	Organisation	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. 	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. 	<p>Objective: To organise writing appropriately and use paragraphs</p> <ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
	Sentence Construction	<p>Objective: To use sentences appropriately</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. 	<p>Objective: To use sentences appropriately</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. 	<p>Objective: To use sentences appropriately</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
Analyse and Presentation	Analysis	<p>Objective: To analyse writing</p> <p>Use and understand grammatical terminology when discussing writing and reading</p> <p>Terminology for pupils</p> <ul style="list-style-type: none"> • Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points 	<p>Objective: To analyse writing</p> <p>Use and understand grammatical terminology when discussing writing and reading</p> <p>Terminology for pupils</p> <p>Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points</p>	<p>Objective: To analyse writing</p> <p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Terminology for pupils</p> <p>Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points</p>
	Presentatio	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.

Reading	<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. 		
	Accuracy	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>

Understanding Texts	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with 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. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. 	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with 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. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. 	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with 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. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.
	Listening	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms • Understand irony (when it is obvious). 	<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms • Understand irony (when it is obvious).

Communication	Developing vocabulary	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. 	<p>Objective: To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
	Speaking	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts. 	<p>Objective: To speak with clarity</p> <ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts.
	Story Telling	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue. 	<p>Objective: To tell stories with structure</p> <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue.
	Conversation	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 	<p>Objective: To hold conversations and debates</p> <ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 	

Autumn 1

Number: Place Value

Numbers to 10,000
 Numbers to 100,000
 Numbers to a million
 Numbers to 10 million
 Compare and order any number
 Round numbers to 10, 100 and 1,000
 Round any number
 Negative numbers (in context)
 Negative numbers (abstract)
 Roman Numerals

Number: Addition, Subtraction, Multiplication and Division

Add whole numbers with more than 4 digits
 Subtract whole numbers with more than 4 digits
 Inverse operations (+ and -)
 Multi-step addition and subtraction problems
 Add and subtract integers
 Multiply 4-digits by 1-digit
 Multiply 2-digits (area model)
 Multiply 2-digits by 2-digits
 Multiply 3-digits by 2-digits
 Multiply up to a 4-digit number by a 2-digit number
 Divide 4-digits by 1-digits
 Divide with remainders
 Short division
 Division using factors
 Long division
 Factors
 Common factors
 Common multiples
 Primes to 100
 Squares and cubes
 Mental calculations and estimation
 Reason from known facts.

Autumn 2

Number: Fractions

Equivalent fractions
 Simplify fractions
 Improper fractions to mixed numbers

Spring 1

Number: Decimals

Decimals up to 2d.p
 Understand thousandths
 Three decimal places
 Multiply by 10, 100, and 1,000
 Divide by 10, 100 and 1,000
 Multiply decimals by integers
 Divide decimals by integers
 Division to solve problems
 Decimals as fractions
 Fractions to decimals

Number: Percentages

Understand percentages
 Fractions to percentages
 Equivalent FDP
 Order FDP
 Percentages of an amount
 Percentages (missing values)

Number: Algebra

Find a rule – one step
 Find a rule – two step
 Forming expressions
 Substitution
 Formulae
 Forming Equations
 Solve simple one-step equations
 Solve two-step equations
 Find pairs of values

Spring 2

Measurement: Converting Units

Metric measures
 Convert metric measures
 Calculate with metric measures
 Miles and kilometres
 Imperial measures
 Analogue to digital*
 Hours, minutes and seconds*
 Years, months, weeks and days*
 Converting units of time**
 Time tables **

Summer 1

Geometry: Properties of Shape

Measure with a protractor
 Draw lines and angles accurately
 Introduce angles
 Angles on a straight line
 Angles around a point
 Calculate angles
 Vertically opposite angles
 Angles in a triangle
 Angles in a triangle – missing angles
 Angles in special quadrilaterals
 Angles in regular polygons
 Draw shapes accurately
 Draw nets of 3-D shapes

SATs preparation

Summer 2

Consolidation, investigations and preparations for KS3

Complete, read and interpret information in timetables
 Solve comparison, sum and difference problems using information presented in line graphs
 Interpret and construct pie charts and use these to solve problems
 Solve number and practical problems that involve square and cube numbers, numbers up to 10 000 000 and rounding any whole number to a required degree of accuracy
 Use mathematical reasoning to investigate and solve problems and puzzles, justify their reasoning
 Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
 Use knowledge of geometry to make tessellating patterns
 Multiply 2-, 3- and 4-digit numbers using alternative historical methods (Brahmagupta / Napier's Bones / lattice)
 Understand that numbers can be represented in different ways, including binary
 Find square and cube numbers, and use the notation for squared and cubed
 Use mathematical reasoning to investigate and solve problems and puzzles, justify their reasoning
 Identify patterns, devise and test rules and use them to make predictions
 Understand Pythagoras theorem (lengths of sides in a right-angled triangle).

Mixed numbers to improper fractions
Fractions on a number line
Compare and order fractions (denominator)
Compare and order fractions (numerator)
Add and subtract fractions
Add mixed numbers
Add fractions
Subtract fractions
Subtract mixed numbers
Mixed addition and subtraction of fractions
Multiply fractions by integers
Multiply fractions by fractions
Divide fractions by integers
Four rules with fractions
Fraction of an amount

Geometry: Position and Direction

The first quadrant
Four quadrants
Translations
Reflections

Area of a parallelogram
What is volume?
Volume – counting cubes
Volume of a cuboid

Number: Ratio

Using ration language
Ration and fractions
Introducing the ratio symbol
Calculating ratio
Using scale factors
Ratio and proportion

Statistics

Line graphs
Circles
Read and interpret pie charts
Draw pie charts
The mean

Objective: To investigate places

- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

To investigate patterns

- Describe how countries and geographical regions are interconnected and interdependent.

To communicate geographically

- Describe and understand key aspects of:

Objective: To investigate places

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Name and locate the countries of Europe and identify their main physical and human characteristics

Objective: To investigate places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers

To investigate patterns

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.

To communicate geographically

Describe and understand key aspects of:

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

Local Study – The Great War**Objective: To investigate and interpret the past**

- Use sources of evidence to deduce information about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Refine lines of enquiry as appropriate.

Objective: To build an overview of world history

- Identify continuity and change in the history of the locality of the school
- Give a broad overview of life in Britain and some major events from the rest of the world
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Objective: To understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Vikings**Objective: To investigate and interpret the past**

- Use evidence to ask questions and find answers to questions about the past.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.

Objective: To build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain.
- Compare some of the times studied with those of other areas of interest around the world

Objective: To understand chronology

Place events, artefacts and historical figures on a time line using dates.

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.

Objective: To communicate historically

- Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

	<p><u>Objective: To communicate historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p><u>Objective: To communicate historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p><u>Objective: To communicate historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p><u>Evolution and Inheritance</u> <u>Living Things in their Habitats</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Animals inc Humans</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Light</u> <u>Electricity</u></p> <p><u>Objective: To work scientifically</u></p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Science	<p><u>Objective: To understand light and seeing</u></p> <ul style="list-style-type: none"> 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 eyes. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. <p><u>Objective: To understand electricity</u></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><u>Objective: To understand animals and humans</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Objective: To understand animals and humans</u></p> <ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. 	<p><u>Objective: To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> ♣ 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. <ul style="list-style-type: none"> Identify how plants and animals, including humans, resemble their parents in many features. 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. Recognise how and why the human skeleton has changed over time, since we separated from other primates. <p><u>Objective: To investigate Living Things in their Habitats</u></p> <ul style="list-style-type: none"> Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. Give reasons for classifying plants and animals based on specific characteristics.
RE	<p>Plymouth Agreed Syllabus</p> <p>Unit 2.2 Creation and science: conflicting or complementary?</p> <p>Unit 2.11 Why do some people believe in God and some people not?</p>	<p>Plymouth Agreed Syllabus</p> <p>Unit 2.7 Why do Hindus want to be good?</p> <p>Unit 2.5 What do Christians believe Jesus did to 'save' people</p>	<p>Plymouth Agreed Syllabus</p> <p>Unit 2.6 For Christians, what kind of king is Jesus?</p> <p>Unit 2.12 How does faith help people when life gets hard?</p>

Unit 1: We are app planners

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand how simple networks are set up and used.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems

Unit 2: We are project managers

- Choose the most suitable applications and devices for the purposes of communication.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- **I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**
- Collaborate with others online on sites approved and moderated by teachers.

Unit 3: We are market researchers

- Collaborate with others online on sites approved and moderated by teachers
- Choose the most suitable applications and devices for the purposes of communication.

I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Unit 4: We are interface designers

- Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees.
- Looks - Change the position of objects between screen layers (send to back, bring to front).
- Draw - Combine the use of pens with movement to create interesting effects.
- Control - Use IF THEN ELSE conditions to control events or objects.
- Sensing - Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Variables and lists - Use lists to create a set of variables
- **I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

Unit 5: We are app developers

- Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees.
- Looks - Change the position of objects between screen layers (send to back, bring to front).
- Sound - Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
- Draw - Combine the use of pens with movement to create interesting effects.
- Events - Set events to control other events by 'broadcasting' information as a trigger.
- Control - Use IF THEN ELSE conditions to control events or objects.
- Sensing - Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Variables and lists - Use lists to create a set of variables
- **I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

Unit 6: We are marketers

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Choose the most suitable applications and devices for the purposes of communication.
- Use many of the advanced features in order to create high quality, professional or efficient communications.
- **I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

PoaP Unit: Combining Fabrics (Textiles)

Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans 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

- Investigate and analyse textile products linked to their final product.
- 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.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

PoaP Unit: Pulleys or gears/ Frame Structure/ Cams (Mechanisms and Structures).

These are all linked to design, making and evaluating Viking Boats.

Pulleys or Gears-

Key learning in design and technology

Prior learning

- Experience of axles, axle holders and wheels that are fixed or free moving.
- Basic understanding of electrical circuits, simple switches and components.
- Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
- An understanding of how to strengthen and stiffen structures.

Designing

- 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.

Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans 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.

Technical knowledge and understanding

- Understand that mechanical and electrical systems have an input, process and an output.

PoaP Unit: Celebrating Culture and Seasonality (Food)

Key learning in design and technology

Prior learning

- Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
- Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.

Designing

- 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.

Making

- Write a step-by-step recipe, 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 promote varied and healthy diets.

Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

Figures in Action and Iconic Buildings – Linked to WW2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, paint]
- about great artists, architects and designers in history.

Objective: To develop ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Painting

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Objective: To take inspiration from the greats (classic and modern)

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists
- Create original pieces that show a range of influences and styles.

Lowry Exploring Perspective

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, oil pastels, paint, clay]
- about great artists, architects and designers in history.

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- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- **Use lines to represent movement.**

Objective: To take inspiration from the greats (classic and modern)

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- Create original pieces that show a range of influences and styles.

Clarice Cliff Plate Design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, paint]
- about great artists, architects and designers in history.

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- Show how the work of those studied was influential in both society and to other artists
- Create original pieces that show a range of influences and styles.

Charanga:

Term 1: Happy

In greater depth and with confidence:

Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.

Musical Activities - a new activity is added until Step 4:

● **Games** - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.

● **Singing** - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.

● **Playing** - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.

● **Improvisation - option after Step 3** - create your own responses, melodies and rhythms.

● **Composition - option after Step 4** - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.

Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together

.

Term 2: Classroom Jazz (Part 2)

Listen & Appraise (descriptions for all strands as above)

Musical Activities:

- Playing
- Improvisation
- Composition

Perform/Share

Travelling with Tuba music workshops:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music

Charanga

Term 3: A New Year Carol

Listen & Appraise (descriptions for all strands as above)

Musical Activities:

- Games
- Singing

Perform/Share

Term 4: You've got A Friend

Listen & Appraise (descriptions for all strands as above).

Musical Activities - a new activity is added until Step 4:

- Games
- Singing
- Playing
- Improvisation - option after Step 3
- Composition - option after Step 4

Perform/Share

Charanga:

Term 5: Music and me

Term 6: Reflect, rewind, Replay

Listen & Appraise

Musical Activities:

- Games
- Singing
- Playing
- Improvisation
- Composition

Perform/Share

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Argyle Coaching

Striking and Fielding Games (Power of PE - Rounders)

- To develop the consistency and accuracy of their striking and fielding skills
- To select and use skills appropriately in a games situation
- To play a wide range of striking and fielding games
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending**
- **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.**

Gymnastics (Kingsbury SSP)

- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences and movement patterns
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- **Develop flexibility, strength, technique, control and balance**
- **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Invasion Games (Power of PE - Hockey)

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending**
- **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.**

Orienteering & Mount Batten Water Sports Centre

- **Take part in outdoor and adventurous activity challenges both individually and within a team.**

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Dance Power of PE

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences and movement patterns
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- **Develop flexibility, strength, technique, control and balance**
- **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

Athletics (Power of PE)

- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending**
- **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.**

	<p>REAL PE – Unit 1 and 2</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • To select and use skills appropriately in a games situation 	<p>REAL PE Unit 4 and 3</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • To select and use skills appropriately in a games situation • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences and movement patterns • Express an idea in original and imaginative ways. 	<p>REAL PE Unit 5 and 6</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • To select and use skills appropriately in a games situation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<p><u>To read fluently</u></p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 		

PSHE/SMSC

SEAL Units
New Beginnings
Getting on

SEAL Units
Going for Goals
Good to Be Me

SEAL Units
Relationships
Changes