



				Beowulf. Poetry.		
<b>MATHS</b> <i>We follow the White Rose scheme</i>	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> <li>Number to 10,000.</li> <li>Roman numerals to 1,000.</li> <li>Round to the nearest 10, 100 and 1000.</li> <li>Number to 100,000.</li> <li>Compare and order numbers to 100,000.</li> <li>Round numbers within 100,000.</li> <li>Numbers to a million.</li> <li>Counting in 10s, 100s, 1,000s, 10,000s and 100,000s.</li> <li>Compare and order numbers to a million.</li> <li>Round numbers to a million.</li> <li>Negative numbers.</li> </ul> <p><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>Add whole numbers with more than 4-digits (column method).</li> <li>Subtract whole numbers with more than 4-digits (column method).</li> <li>Round to estimate and approximate.</li> <li>Inverse operations (addition and subtraction).</li> <li>Multi-step addition and subtraction Problems</li> </ul>	<p><u>Number: Multiplication and division</u></p> <ul style="list-style-type: none"> <li>Multiples.</li> <li>Factors.</li> <li>Common factors.</li> <li>Prime numbers.</li> <li>Square numbers.</li> <li>Cube numbers.</li> <li>Multiplying by 10, 100 and 1000.</li> <li>Dividing by 10, 100 and 1000.</li> <li>Multiples of 10, 100 and 1000.</li> </ul> <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> <li>Equivalent fractions.</li> <li>Improper fractions to mixed numbers.</li> <li>Mixed numbers to improper fractions.</li> <li>Number sequences.</li> <li>Compare and order fractions less than 1.</li> <li>Compare and order fractions greater than 1.</li> <li>Add and subtract fractions.</li> <li>Add fractions within 1.</li> <li>Add 3 or more fractions.</li> <li>Add fractions.</li> <li>Add mixed numbers.</li> <li>Subtract fractions.</li> <li>Subtract mixed numbers.</li> <li>Subtract – breaking the whole.</li> <li>Subtract 2 mixed numbers.</li> <li>Multiply unit fractions by an integer.</li> <li>Multiply non-unit fractions by an integer.</li> <li>Multiply mixed numbers by integers.</li> <li>Fraction of an amount.</li> <li>Using fractions as operators.</li> </ul>	<p><u>Number: Multiplication and division</u></p> <ul style="list-style-type: none"> <li>Multiply 4-digits by 1-digit.</li> <li>Multiply 2-digits (area model).</li> <li>Multiply 2-digits by 2-digits.</li> <li>Multiply 3-digits by 2-digits.</li> <li>Multiply 4-digits by 2-digits.</li> <li>Divide 4-digits by 1-digit.</li> <li>Divide with remainders</li> </ul> <p><u>Number: Fractions</u></p> <p>Recap</p> <p><u>Number: Decimals and percentages</u></p> <ul style="list-style-type: none"> <li>Decimals up to 2 d.p.</li> <li>Decimals as fractions (1).</li> <li>Decimals as fractions (2).</li> <li>Understand thousandths.</li> <li>Thousands as decimals.</li> <li>Rounding decimals.</li> <li>Order and compare decimals.</li> <li>Understand percentages.</li> <li>Percentages as fractions and decimals.</li> <li>Equivalent F.D.P.</li> </ul>	<p><u>Measurement: Perimeter and Area</u></p> <ul style="list-style-type: none"> <li>Measure perimeter.</li> <li>Calculate perimeter.</li> <li>Area of rectangles.</li> <li>Area of compound shapes.</li> <li>Area of irregular shapes.</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Read and interpret line graphs.</li> <li>Draw line graphs.</li> <li>Use line graphs to solve problems.</li> <li>Read and interpret tables.</li> <li>Two way tables.</li> <li>Timetables.</li> </ul>	<p><u>Geometry: Properties of shape</u></p> <ul style="list-style-type: none"> <li>Measuring angles in degrees.</li> <li>Measuring with a protractor (1).</li> <li>Measuring with a protractor (2).</li> <li>Drawing lines and angles accurately.</li> <li>Calculating angles on a straight line.</li> <li>Calculating angles around a point.</li> <li>Calculating lengths and angles in shapes.</li> <li>Regular and irregular polygons.</li> <li>Reasoning about 3D shapes.</li> </ul> <p><u>Geometry: Position and direction</u></p> <ul style="list-style-type: none"> <li>Position in the first quadrant.</li> <li>Reflection.</li> <li>Reflection with coordinates.</li> <li>Translation.</li> <li>Translation with coordinates.</li> </ul> <p><u>Number: Decimals</u></p> <ul style="list-style-type: none"> <li>Adding decimals within 1.</li> <li>Subtracting decimals within 1.</li> <li>Complements to 1.</li> <li>Adding decimals – crossing the whole.</li> <li>Adding decimals with the same number of decimal places.</li> <li>Subtracting decimals with the same number of decimal places.</li> <li>Adding decimals with a different number of decimal places.</li> <li>Subtracting decimals with a different number of decimal places.</li> <li>Adding and subtracting whole and decimals.</li> <li>Decimal sequences.</li> <li>Multiplying decimals by 10, 100 and 1000.</li> <li>Dividing decimals by 10, 100 and 1,000</li> </ul>	<p><u>Number: Negative numbers</u></p> <p>Recap</p> <p><u>Measurement: Converting units</u></p> <ul style="list-style-type: none"> <li>Kilograms and kilometres.</li> <li>Milligrams and millilitres.</li> <li>Metric units.</li> <li>Imperial units.</li> <li>Converting units of time.</li> <li>Timetables.</li> </ul> <p><u>Measurement: Volume</u></p> <ul style="list-style-type: none"> <li>What is volume?</li> <li>Compare volume.</li> <li>Estimate volume.</li> <li>Estimate capacity.</li> </ul>
<b>SCIENCE</b> <i>We follow the Developing Experts scheme</i>	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> <li>Explore the solar system and its planets.</li> <li>Understand the heliocentric model of the solar system.</li> <li>Explain the Earth's movement in space.</li> <li>Explain the Earth's rotation and night and day.</li> <li>Explain the movement of the Moon.</li> </ul>	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Explore gravity and the life and work of Isaac Newton.</li> <li>Examine the connection between air resistance and parachutes.</li> <li>Explore factors which affect an object's ability to resist water.</li> <li>Investigate the effects of friction on different surfaces.</li> <li>Investigate mechanisms – levers and pulleys.</li> </ul>	<p><u>Properties of materials</u></p> <ul style="list-style-type: none"> <li>Explore properties of materials.</li> <li>Explore thermal conductors and thermal insulators.</li> <li>Explore the hardness of materials.</li> <li>Discover materials that are soluble in water.</li> <li>Investigate the solubility of materials.</li> <li>Explore how mixtures can be separated by filtering, sieving, evaporating or magnets.</li> </ul>	<p><u>Changes of materials</u></p> <ul style="list-style-type: none"> <li>Use evaporation to recover the solute from a solution.</li> <li>Recognise and describe reversible changes.</li> <li>Observe chemical reactions and describe how we know new materials are made.</li> <li>Investigate rusting reactions.</li> <li>Investigate burning reactions.</li> <li>Investigate chemical reactions -</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Understand the life processes of a plant.</li> <li>Understand the life cycles of mammals.</li> <li>Compare the life cycles of insects and amphibians.</li> <li>Understand the life cycle of birds and reptiles.</li> <li>Know about the life and work of Jane Goodall and David</li> </ul>	<p><u>Animals Including Humans</u></p> <p><a href="#">Link to PSHE/RSE.</a></p> <ul style="list-style-type: none"> <li>Identify the key stages of a mammal's life cycle.</li> <li>Explore the gestation periods of mammals.</li> <li>Learn about foetal development.</li> <li>Investigate the hand span of differently aged children.</li> <li>Learn about the changes experienced in puberty.</li> </ul>

	<ul style="list-style-type: none"> <li>Design a planet using knowledge gained.</li> </ul> <p><u>Scientific enquiries:</u>  Observation over time- Observing changes that occur over a long or short period. Identifying, grouping &amp; classifying- Using observations, data and findings to name, label and organise items in a variety of ways.  Secondary research- Research Using information from a variety of sources to answer scientific questions.  Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.</p> <p><u>Lego Wedo- Space exploration:</u>  See computing.</p>	<ul style="list-style-type: none"> <li>Investigate mechanisms – gears.</li> </ul> <p><u>Scientific enquiries:</u>  Comparative / fair testing- Conducting a test that controls all but one variable to answer a scientific question.</p>	<p><u>Scientific enquiries:</u>  Comparative / fair testing- Conducting a test that controls all but one variable to answer a scientific question.  Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.</p>	<p>acids and bicarbonate of soda.</p> <p><u>Scientific enquiries:</u>  Observation over time- Observing changes that occur over a long or short period.  Comparative / fair testing  Conducting a test that controls all but one variable to answer a scientific question.</p>	<p>Attenborough.</p> <ul style="list-style-type: none"> <li>Research and present the life cycle of a creature.</li> </ul> <p><u>Scientific enquiries:</u>  Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.  Identifying, grouping &amp; classifying- Using observations, data and findings to name, label and organise items in a variety of ways.  Observation over time- Observing changes that occur over a long or short period.  Secondary research- Research Using information from a variety of sources to answer scientific questions.</p> <p><u>Lego Wedo- Metamorphosis of a frog:</u>  See computing.</p>	<ul style="list-style-type: none"> <li>Describe the changes humans may experience during old age.</li> </ul> <p><u>Scientific enquiries:</u>  Observation over time- Observing changes that occur over a long or short period.  Secondary research- Research Using information from a variety of sources to answer scientific questions.  Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.  Comparative / fair testing- Conducting a test that controls all but one variable to answer a scientific question.  Identifying, grouping &amp; classifying- Using observations, data and findings to name, label and organise items in a variety of ways.</p>
<p><b>COMPUTING</b>  <i>We follow the Teach Computing scheme.</i></p> <p>(Note: E-safety is taught through Jigsaw in addition to computing and across the curriculum)</p>	<p><u>Photo editing</u>  In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p><u>Lego Wedo- Space exploration</u></p> <ul style="list-style-type: none"> <li>Explore actual missions of space rovers and imagine future possibilities.</li> <li>Create and program a space rover to achieve a specific task, such as: move in and out of a crater, collect a rock sample, and drill a hole in the ground.</li> <li>Present and document your prototype and what you could possibly discover by achieving these missions.</li> </ul>	<p><u>Video Production</u>  This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher’s discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>	<p><u>Systems and searching</u>  In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>	<p><u>Flat file databases</u>  This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	<p><u>Selection in physical computing</u>  In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p> <p><u>Lego Wedo- Metamorphosis of a frog</u>  To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p><u>Selection in quizzes</u>  In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>

					<ul style="list-style-type: none"> <li>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	
<b>HISTORY</b>		<u>Ancient Greece</u> <ul style="list-style-type: none"> <li>To study of Greek life and achievements and their influence on the western world.</li> <li>To draw timelines with different historical periods showing key historical events.</li> <li>To study of Greek life and achievements and their influence on the western world.</li> </ul>		<u>Anglo-Saxons</u> <ul style="list-style-type: none"> <li>To explore Britain's settlement by Anglo-Saxons and Scots.</li> <li>Anglo-Saxon law and justice.</li> </ul> <u>Vikings</u> <ul style="list-style-type: none"> <li>Explore Viking raids and invasion.</li> <li>Battle re-enactment</li> <li>To investigate Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<u>London after 1066</u> <ul style="list-style-type: none"> <li>The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>A study of an aspects of theme in British History that extends pupils' chronological knowledge beyond 1066.</li> </ul>	
<b>GEOGRAPHY</b>		<u>Ancient Greece</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>Our changing world</u> <ul style="list-style-type: none"> <li>To discover some of the many ways in which the world is changing.</li> <li>To learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years.</li> </ul>	<u>Anglo-Saxons</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		<u>How's it growing?</u> <ul style="list-style-type: none"> <li>Farming.</li> <li>Natural resources around the world, including energy, water and minerals</li> </ul>
<b>DT</b> <i>We follow the combined Kapow scheme</i>	Electrical systems: Doodlers Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.		Mechanical systems: Pop-up book. Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.		<u>Cooking and nutrition: Developing a recipe</u> Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of Bolognese sauce.	
	<u>Lego Wedo- Space exploration:</u> See computing. To apply their understanding of computing to program, monitor and control their products.				<u>Lego Wedo- Metamorphosis of a frog:</u> See computing. To apply their understanding of computing to program, monitor and control their products.	
<b>Art</b> <i>We follow the combined Kapow scheme</i>		<u>Drawing: I need space</u> This unit focuses on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks,		<u>Sculpture: Interactive installation</u> Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.		<u>Painting &amp; mixed media: Portraits</u> This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and

		leading to a final piece of artwork.				encourages thoughtful decisions in their artwork composition.
<b>Music</b> <i>We follow the Charanga scheme</i>	<u>Melody and Harmony in Music</u> • Ghost parade (Part 1) • Ghost parade (Part 2) • Words Can Hurt (Part 1) • Words Can Hurt (Part 2) • Joyful, Joyful • Assessment Checkpoint	<u>Sing and play in different styles</u> • The Sparkle In My Life (Part 1) • The Sparkle In My Life (Part 2) • Dreaming Of Mars (Part 1) • Dreaming Of Mars (Part 2) • Get On Board • Assessment Checkpoint	<u>Composing and chords</u> • Freedom Is Coming (Part 1) • Freedom Is Coming (Part 2) • All Over Again (Part 1) • All Over Again (Part 2) • Do You Ever Wonder? • Assessment Checkpoint	<u>Enjoying musical styles</u> • Erie Canal (Part 1) • Erie Canal (Part 2) • Heroes (Part 1) • Heroes (Part 2) • Happy To Be Me • Assessment Checkpoint	<u>Freedom to improvise</u> • Look Into The Night (Part 1) • Look Into The Night (Part 2) • Breathe (Part 1) • Breathe (Part 2) • Keeping Time • Assessment Checkpoint	<u>Battle of the bands</u> • You And Me (Part 1) • You And Me (Part 2) • A Bright Sunny Day (Part 1) • A Bright Sunny Day (Part 2) • You Belong With Me • Assessment Checkpoint
<b>PE</b> <i>We follow the Twinkl scheme for dance, indoor games and gymnastics</i>	<u>Indoor Gymnastics (Space)</u> • To use gymnastics shapes and balances to communicate learning about space. • To perform some rhythmic gymnastics to represent the movement of the Earth, Sun and Moon. • To create a range of shapes with their bodies and practise their movements and linking actions to join ideas and represent different events. • To work on their own and with a partner to create a range of point balances, using their skills and creativity to create new shapes and positions. • To combine their skills to plan and perform group routines. • To evaluate their own and others' performances and suggest ideas for improvement. <u>Outdoor Soccer stars</u> Hand eye coordination, handball, netball.	<u>Indoor Games (Handball)</u> In offence: • To throw and catch the ball, as well as move, pass and shoot. In defence: • To mark and intercept. • To work as a team and learn some of the rules of handball, as well as some tactics that will help them in a game scenario. <u>Outdoor Soccer stars</u> Football, tag rugby, OOA	<u>Indoor Dance (Eco dance)</u> • To use environmental issues, such as forms of energy, renewable and non-renewable sources of electricity, recycling, changing weather patterns and also oceans and plastic pollution as stimuli for learning in dance. • To learn about transitioning between actions in a dance and how to create a recurring motif. • To develop their use of their spatial awareness and their understanding of timing in dance, as well as the way they create lines and shapes with their bodies. <u>Outdoor Soccer stars</u> Football, tag rugby, OOA	<u>Indoor Gymnastics (Movement)</u> • To perform a variety of floor and vault movements. • To learn stag jumps, split leaps and pike rolls, round-offs and the squat through vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. • To choreograph their own sequences and routines and perform individually and as part of a pair or group. <u>Outdoor Soccer stars</u> Football, tag rugby, striking and fielding	<u>Indoor Dance (Rock n Roll)</u> • To know and perform some of the basic jive steps. • To demonstrate the dynamic bounce and swing of the jive. • To remember and perform with accuracy a phrase of dance. • To demonstrate use of pathways. • To develop a phrase using re-ordering. • To demonstrate the use of formation in dance. • To perform the dance showing co-ordination, timing and style. • To evaluate own and peers performance. • To set targets for next dance unit. <u>Outdoor Soccer stars</u> Athletics	<u>Indoor Games (Circuit training)</u> • To learn about the effects of different types of exercise and take part in upper body, lower body and core muscle exercises. • To focus on sporting abilities such as being a good sportsperson, taking part in respectful competition, working as a team and playing to each other's strengths. • To plan their own circuit of exercises to develop someone's all round fitness and to evaluate their own progress each lesson and throughout the unit. <u>Outdoor Soccer stars</u> Rounders, cricket
<b>PSHE</b> <i>We follow the Jigsaw scheme</i>	<u>Being Me in My World</u> • To understand rights and responsibilities as a British Citizen and as a member of my school. • To empathise with people whose lives are different to our own. • To understand how my actions affect others <u>British Values</u> Democracy	<u>Celebrating Differences (including anti-bullying)</u> • To explain the differences between direct and indirect forms of bullying. • To know some ways to encourage children who use bullying behaviours to make other choices and know how to support other people who are being bullied. <u>British Values</u> Rule of law	<u>Dreams and Goals</u> • To describe the dreams and goals of a young person in a culture different to mine. • To reflect upon how these relate to my own. <u>British Values</u> Individual liberty	<u>Healthy Me</u> • I can describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures. • To learn to respect and value my body. <u>British Values</u> Mutual respect, tolerance and diversity	<u>Relationships</u> • To explain how to stay safe when using technology to communicate with my friends • To recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. <u>British Values</u>	<u>Changing Me</u> • Self and Body Image. • Puberty for Girls (These lessons will be taught in single, gender specific groups, with the children's class teacher) • Puberty for boys (These lessons will be taught in single, gender specific groups, with the children's class teacher) • Life cycles (linked to Science) • Looking Ahead and looking Ahead to Year 6. <u>British Values:</u>

<p><b>RE</b></p>	<p><u>Why do some people think God exists?</u></p> <ul style="list-style-type: none"> <li>• To outline clearly a Christian understanding of what God is like, using examples as evidence.</li> <li>• To give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> </ul>	<p><u>What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> <li>• Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims).</li> <li>• Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live.</li> </ul>	<p><u>What matters most to Christians and Humanists?</u></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen.'</li> <li>• Describe some Christian and Humanist values simply.</li> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc.</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>	<p><u>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</u></p> <ul style="list-style-type: none"> <li>• Outline Jesus' teaching on how his followers should live.</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>• Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</li> </ul>	<p><u>If God is everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions.</li> <li>• Select and describe the most important functions of a place of worship for the community.</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>• Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself.</li> </ul>	
<p><b>Languages (KS2)</b> <i>We follow the Kapow scheme</i></p>	<p><u>Space exploration - in French</u> Developing listening and language detective skills through a space theme; using figurative language and developing sentence structure by adding adjectives and prepositions; making simple adjectival comparisons.</p>	<p><u>French monster pets</u> Reviewing noun gender, article-noun agreement and adjective placement while exploring monster and body part vocabulary; identifying key facts using cognates and other language detective skills; writing and presenting paragraphs about a 'Fantastic French beast' creation.</p>	<p><u>Shopping in France</u> Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.</p>	<p><u>French-speaking world</u> Discovering the many French-speaking countries, giving and following directions in French and discussing climate using comparative language.</p>	<p><u>Verbs in a French week</u> Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p><u>Meet my French family</u> This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.</p>