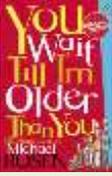
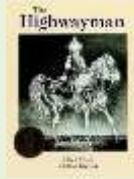




Broadwood Primary School
Year 5
Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	 <p style="text-align: center;">Mayan Creation Story and The Hero Twins</p> <p style="text-align: center;">The 1000-year-old Boy</p>  <p style="text-align: center;">You Wait Till I'm Older Than You by Michael Rosen</p>  <p>Narrative: Myths, legends and Traditional tales Poetry: discuss and perform Non- Chronological Report: Mayans Instructions: (Link to science and forces?)</p>	 <p style="text-align: center;">Beetle Boy</p> <p style="text-align: center;">The Highway Man (Poem)</p>  <p>Narrative: modern fiction Poetry: figurative language – imagery, metaphors Persuasive text: Link to Highway man – why he should be allowed to be free Recount: link to Beetle Boy and father’s disappearance</p>	 <p style="text-align: center;">Shadow</p> <p>Narrative: modern fiction Playscripts: based on Greek myths (history link) Discussion text: Link to art work on Banksy – Is graffiti art? Explanation Text: An aspect of Greek life – link to History</p>
Science Knowledge and Skills	<p style="text-align: center;">Animals including humans – Human Life Cycle</p> <p>Know some different life cycles of living things Describe changes that affect humans from birth to old age Explain what puberty is and how it causes physical changes Identify causes and effects of pollution Explain the impact of pollution on living things Explore solutions to help reduce negative human impacts on the environment Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Skills Set up simple practical enquiries, comparative and fair tests Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p style="text-align: center;">Forces</p> <p>Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or</p>	<p style="text-align: center;">Living things and their habitats</p> <p>This unit pays homage to two of the best modern-day science communicators - Sir David Attenborough and Dame Jane Goodall. Through such inspiring explorers, we are able to understand far more about the animal kingdoms we have on Earth. In 'Studying Living Things' learners are encouraged to think further about life cycles, as well as different forms of reproduction in animals and plants. Opportunities arise in this unit for learners to develop their research skills, as well as plenty of chance to build representative models and continue to practice drawing diagrams and graphs.</p> <p>Skills Set up simple practical enquiries, comparative and fair tests Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p style="text-align: center;">Changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and</p>	<p style="text-align: center;">Earth and space</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky Explore various theories behind the Big Bang theory</p> <p>Skills Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p style="text-align: center;">Properties of materials</p> <p>Group and compare everyday materials and their uses Explore materials extracted from natural resources, explaining their uses Investigate the properties of materials</p>

	<p>repel each other and attract some materials and not others</p> <p>Compare and group together a variety of allow a smaller force to have a greater effect</p> <p>Skills</p> <p>Plan different types of scientific enquiries to answer questions,</p> <p>Take measurements, using a range of scientific equipment</p> <p>Record data and results of increasing complexity</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</p> <p>Skills</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Designing tests</p> <p>Begin to plan to minimise risk & work safely (consistently).</p> <p>Gathering and recording data</p> <p>Join plotted co-ordinates with straight lines</p> <p>Reporting findings and evaluating</p> <p>Identify strengths and weaknesses and improvements</p>	
History	<p>Mayan civilisation</p> <p>Why do you think we study the Mayan empire in school?</p> <p>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</p> <p>What was life like at the height of the Mayan civilization?</p> <p>How can we possibly know what it was like there 1,000 years ago?</p> <p>If the Maya were so civilized, why then did they believe in human sacrifice?</p>	<p>Ancient Greece</p> <p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>Why was Athens able to be so strong at this time?</p> <p>What was so special about life in 5th Century BC Athens that makes us study it?</p> <p>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p>		
Geography	<p>Slums</p> <p>1: What is a slum?</p> <p>2: What are the similarities between Rocinha and Dharavi?</p> <p>3: What challenges are faced by people living in the slums?</p> <p>4: What improvements can be made for people living in the slums?</p> <p>5: What next for Dharavi?</p>	<p>Biomes</p> <p>1: What are the Earth's biomes?</p> <p>2: Why are biomes where they are?</p> <p>3: Why are biomes under threat?</p> <p>4: What are the features of your favourite biome?</p> <p>5: How can we persuade people to protect biomes?</p>	<p>Energy and sustainability</p> <p>1: What is sustainability?</p> <p>2: Are fossil fuels sustainable?</p> <p>3: What are renewable sources of energy?</p> <p>4: What can we learn from Curitiba?</p> <p>5: What can we learn from Freiburg?</p>	
ICT Knowledge and Skills	<p>Computing systems and networks – sharing information</p> <p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence, selection, and repetition in programs</p> <p>Understand networks, including the internet</p> <p>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 goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Creating Media – Video Editing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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 goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use text, photo, sound and video editing tools to refine</p>	<p>Programming – Selection in physical computing and quizzes</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	

	<p>Select an appropriate online or offline tool to create and share ideas Use text, photo, sound and video editing tools to refine their work Select, use and combine the appropriate technology tools to create effects for impact</p> <p style="text-align: center;">Creating Media – Vector Drawing</p> <p>Use skills already developed to create content using unfamiliar technology Select an appropriate online or offline tool to create and share ideas Select, use and combine the appropriate technology tools to create effects for impact</p> <p style="text-align: center;">E-Safety - Be internet Legends Lesson</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact throughout the year</p>	<p>their work Select, use and combine the appropriate technology tools to create effects for impact Review and improve their work and support others to improve their work</p> <p style="text-align: center;">Data and information – Flat file databases</p> <p>Consolidate learning objectives from above Search a database using different operators to refine their search Talk about mistakes in data and suggest how it could be checked</p> <p style="text-align: center;">Digital Wellbeing</p> <p>What is Digital Wellbeing? Creating our own healthy digital habits.</p>	<p>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 goals, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Programming B – Selection in quizzes</p> <p>Consolidate learning objectives from above Understands what an input and output is and how their used. Include a condition in their code and understands this as a T or F statement Use selection (an ‘if... then...’ statement) to direct the flow of a program Read, design and write a simple program to achieve a required output Identify patterns in their program and use it to debug their program to make it as effective as possible Use different inputs (including sensors) to control a device or onscreen action Use different inputs (including sensors) to control a device or onscreen action and predict what will happen (output)</p>
<p style="text-align: center;">PSHE Knowledge and Skills</p>	<p style="text-align: center;">Me and My Relationships</p> <p>Collaboration and Challenge! (<i>Discuss what collaboration and teamwork is</i>) Give and take (<i>Describe strategies to resolve conflict</i>) How good a friend are you? (<i>Respond to a wide range of feelings in others</i>) Relationship cake recipe (<i>Identifying what makes a relationship unhealthy</i>) Being assertive (<i>Identifying assertiveness skills</i>) Our emotional needs (<i>Recognising emotional needs and how they change in different circumstances</i>) Communication (<i>Accepting responsible and safe online behaviour</i>)</p> <p style="text-align: center;">Valuing Difference</p> <p>Qualities of friendship (<i>Define key qualities on friendship and discuss why they might end</i>) Kind conversations (<i>Demonstrate respectfulness</i>) Happy being me (<i>Develop an understanding of discrimination and injustice</i>) The land of the Red People (<i>The benefits of having a diverse society</i>) <i>Is it true? (Understand the information we get online is not</i></p>	<p style="text-align: center;">Keeping Myself Safe</p> <p>Thinking about habits (<i>Describe what a habit is</i>) Jay’s dilemma (<i>Recognise positive and negative risks</i>) Spot bullying (<i>Strategies to deal with face-to-face bullying</i>) Ella’s diary dilemma (<i>What is a dare?</i>) Play, like, share (<i>What is safe/ unsafe to share online?</i>) Drugs: true or false (<i>Know that all medicines are drugs but not all drugs are medicine</i>) Smoking: what is normal? (<i>Understand the social norms around smoking</i>) Would you risk it? (<i>Identify risk factors</i>)</p> <p style="text-align: center;">Rights and Responsibilities</p> <p>What’s the story? (<i>Write and discuss issues currently in the media concerning health and wellbeing</i>) Fact or opinion? (<i>Understand the difference between a fact and an opinion</i>) Rights, responsibilities, and duties (<i>The difference between rights, responsibilities, and duties</i>) Mo makes a difference (<i>what we mean by the terms voluntary, community, and pressure (action) group</i>) Spending wisely (<i>State the costs involved in producing and selling an item</i>)</p>	<p style="text-align: center;">Being my Best</p> <p>Getting fit (<i>Know two harmful effects each of smoking/drinking alcohol</i>) It all adds up! (<i>Understand the importance of food, water, oxygen etc for the human body and its health</i>) Different skills (<i>Identify own strengths and talents</i>) My community (<i>Suggest ways of improving the school community</i>) Independence and responsibility (<i>Identify people who are responsible for helping them stay healthy and safe</i>) Star qualities (<i>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</i>) Basic first aid, including Sepsis awareness</p> <p style="text-align: center;">Growing and Changing</p> <p>How are they feeling (<i>Distinguish between good and not so good feelings</i>) Taking notice of our feelings (<i>Understand what kinds of touch are acceptable or unacceptable</i>) Dear Hetty (<i>how someone might feel when they are separated from someone or something they like</i>) Changing bodies and feelings (<i>Know the correct words for</i></p>

	<p><i>always true)</i> It could happen to anyone (<i>Consequences of positive and negative behaviour on others</i>)</p>	<p>Lend us a fiver! (<i>Define the terms loan, credit, debt and interest</i>) Local councils (<i>Understand that local councillors are elected to represent their local community</i>)</p>	<p><i>the external sexual organs)</i> Growing up and changing bodies (<i>Identify some products that they may need during puberty and why</i>) Help! I'm a teenager – get me out of here! (<i>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</i>) Dear Ash (<i>Explain the difference between a safe and an unsafe secret</i>) Stop, start, stereotypes (<i>Recognise that some people can get bullied because of the way they express their gender</i>)</p>
<p>Art Knowledge and Skills</p>	<p>Mayan masks and abstract art based on or totems Images from the Ancient Mayen Calendar Use drawing pencils and oil pastels to create contrasting effects of line, texture and tone Mix paints to match the colours in real life Design 3D objects using paintings etc. as inspiration Form curved and straight sided blocks out of clay Blend shapes of clay carefully and effectively to make a larger object Cut and model clay to required shape and texture</p> <p>Use a sketchbook to store information on colour mixing, brush marks, etc. Start to develop own style using explorations experimentations from explorations and sketch book Start to process, adapt and change ideas for end pieces Start to work in the style of artists (not copying) Able to discuss and evaluate work and discuss the work of others</p>	<p>Hockney's work involving trees etc. Produce rainforest paintings in a similar style Replicate patterns, colours and textures from the style of a well-known artist Use digital and video cameras to record observations Use digital images as a starting point for creative work in different areas of art Mix paint to match the colours in real objects Begin to experiment editing photographs in photo editing software Use digital art software to explore colour, pattern and texture, line and tone, shape form and space</p>	<p>The modern artist! Banksy and other street graffiti artists. What is the message? Use drawing pencils, charcoal and chalk to create contrasting effects of line, texture and tone Develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings Develop use of perspective (1-point) Become aware of the effect of time etc, upon sculptures Combine cardboard and papier mache to create a carefully made sculpture creating mood through the colours Make simple animations</p>
<p>Design and Technology Knowledge and Skills</p>	<p>Create savoury dishes using a range of preparation techniques, flavourings and cooking techniques Food: Celebrating culture and seasonality – 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 the relevant technical and sensory vocabulary.</p>	<p>Design and make a new toy vehicle for a child Mechanical systems: Pulleys or gears – Understand that mechanical and electrical systems gave an input and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.</p>	<p>Create a shelter, playhouse, tent or bird-hide for the playground Structures: frame structures – Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.</p>
<p>Music Knowledge and</p>	<p>Unit 1 – How does Music bring us Together? (Getting Started with Musical Tech)</p>	<p>Unit 3 – How does Music Improve our World? (Exploring Key and Time Signatures)</p>	<p>Unit 5 – How does Music Shape our Way of Life? (Words, Meaning and Expression)</p>

<p>Skills</p> <p>Using the new Charanga scheme.</p> <p>Ukulele lessons by the peri service may take place in one of the terms instead of one of the units</p>	<p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4 and 6/8, keys: C min, G maj, C maj ● Singing – Ghost Parade, Words Can Hurt, Joyful, Joyful ● Playing – using glockenspiels ● Improvising and Composing ● Performing <p>Unit 2 – How does Music Connect us with our Past? (Emotions and Musical Styles)</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4, keys: Eb maj, C maj, G maj ● Singing – The Sparkle in My Life, Dreaming of Mars, Get on Board ● Playing – using glockenspiels ● Improvising and Composing ● Performing <p>Ukulele.</p> <p>Play a musical instrument with the correct technique within the context of a song</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation</p> <p>Rehearse and perform their part within the context of a song</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Lead a rehearsal session</p>	<p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4, keys: Eb maj, F maj, C maj ● Singing – Freedom is Coming, All Over Again, Do you Ever Wonder? ● Playing – using glockenspiels ● Improvising and Composing ● Performing <p>Unit 4 – How does Music Teach us About our Community? (Introducing Chords)</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4 and 5/4, keys: C min, G maj, C maj ● Singing – Erie Canal, Heroes, Happy to be Me ● Playing – using glockenspiels ● Improvising and Composing ● Performing 	<p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4 and 3/4, keys: D min, C maj, F maj ● Singing – Look into the Night, Breathe, Keeping Time ● Playing – using glockenspiels ● Improvising and Composing ● Performing <p>Unit 6 – How does Music Connect us with the Environment? (Identifying Important Musical Elements)</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> ● Listening – Time signatures: 4/4, keys: G major and E Minor, C maj, Dmaj ● Singing – You and Me, A Bright Sunny Day, I’m Forever Blowing Bubbles ● Playing – using glockenspiels ● Improvising and Composing ● Performing
<p>Religious Education Knowledge and Skills</p>	<p>Places of Worship</p> <p>That religious identity, beliefs and values can be expressed in a variety of ways including through places of worship and the symbolism within them</p> <p>Concept Progression: God – God interpreted in many ways, denominations of Christianity</p> <p>The Importance of Worship</p> <p>Worship and prayer are important elements of private devotional life and public expressions of faith for religious believers</p> <p>Concept Progression: Christmas – where the Nativity comes</p>	<p>Origins and Composition of the Bible</p> <p>Christians believe the Bible to be part of God's revelation to humankind and contains truths by which we should live</p> <p>Concept Progression: The Bible – How the Bible developed</p> <p>People's Perspectives & Impressions of Jesus</p> <p>that Jesus had a clear perception of himself as did other people, who formed impressions of him from their differing perspectives</p> <p>Concept Progression: Easter – Study of the character of Jesus through the Easter story</p>	<p>The Influence of Faith on Believers</p> <p>Know that the faith of believers has a significant influence on their attitudes, values, actions and lifestyle</p> <p>Concept Progression: Self – considering own impression of Jesus</p> <p>Suggest how choices and decisions can be shaped by morality and religion</p> <p>Suggest answers to moral questions and understand what might be regarded as right and wrong</p> <p>Recognise that religious people believe that their</p>

	<p>in the setting of the Bible</p> <p>Describe the interior and the exterior of Christian and other religious buildings, identifying key features and explaining how they are used in worship and what they mean in terms of the religious beliefs of worshippers</p> <p>Identify similarities and differences between two contrasting Christian denominations, and explain that metaphors, symbols and objects convey religious meaning</p> <p>Identify similarities and differences between one of the buildings visited and a place of worship of another religion</p> <p>Describe the key features of worship and link them to appropriate stories and quotes from sacred texts</p> <p>compare worship in one religion with worship in another religion</p> <p>Use technical language to describe the parts, function and message of worship</p> <p>Devise questions and address them to a believer about the importance of worship in general and prayer in particular</p> <p>Communicate their thoughts, needs and worries</p> <p>Link certain religious beliefs to community action</p>	<p>Know that the Bible is a collection of writings compiled over many centuries, each with its own distinctive characteristics</p> <p>Know that the Bible is the world’s best-selling book</p> <p>Understand the basic chronology of the Bible</p> <p>Reflect on the nature of truth</p> <p>Know that Jesus used symbolic language to describe himself and give simple explanations of what he meant; understand that Jesus made enemies and know some of the reasons why;</p> <p>Understand that Jesus’ enemies conspired in his death and know some of the reasons why</p>	<p>behaviour and the choices they make should be based on their faith</p> <p>Begin to identify the concept of love as being basic to Christian living</p>
<p>Physical Education Knowledge and Skills</p>	<p>Invasion Games Skills</p> <p>Dodge</p> <p>Be aware of environment and others.</p> <p>Receive ball sideways.</p> <p>Use full width of pitch</p> <p>Defend 1 on 1</p> <p>Make diagonal runs to confuse defenders</p> <p>Gymnastics – Matching, Mirroring and Contrast</p> <p>Perform matching moves with a partner within a sequence</p> <p>Hold balances on different points</p> <p>Perform a sequence mirroring a partners symmetrical and asymmetrical shapes</p> <p>Match partners moves</p> <p>Work as a group demonstrate fluent routines involving mirroring and contrasts</p> <p>Work in unison</p> <p>Balance on different points</p> <p>Match a partner’s moves in synchrony</p> <p>Compose a sequence with a partner, including matching and contrasts</p> <p>Perform elements of the sequence</p> <p>Match partners asymmetrical balances</p> <p>Work with contrasting dynamics to my partner</p>	<p>Health Related Fitness</p> <p>Sustain pace for a period of time</p> <p>Motivate to do best</p> <p>Show determination and perseverance</p> <p>Perform a variety of exercises demonstrating good technique.</p> <p>Show a desire to improve.</p> <p>Prepare properly for exercise.</p> <p>Communicate with others and agree what to do as a group</p> <p>Work as part of a group to set up a circuit of exercises</p> <p>Outside Adventure Activities</p> <p>Use non-verbal communication to solve problems.</p> <p>Work as a team/partner and navigate through obstacles whilst blindfolded.</p> <p>Give clear instructions</p> <p>Stay focused</p> <p>Find solutions to challenges</p> <p>Navigate using a map</p> <p>Work against the clock</p> <p>Communicate positively with other members of a team</p>	<p>Cricket</p> <p>Catch successfully under pressure</p> <p>Throw accurately overarm</p> <p>Pull a ball from a short delivery to leg side</p> <p>Bowl with a short run up and straight arm with some accuracy</p> <p>Bowl with a run up</p> <p>Use feet to get to the pitch of the ball when batting</p> <p>Show tactical awareness as a fielder</p> <p>Bowl out of the back of hand</p> <p>Play a square cut shot</p> <p>Link skills to perform in a competitive game.</p> <p>Athletics</p> <p>Change pace</p> <p>Throw with accuracy, power and control, using the pull technique</p> <p>Throw after a run</p> <p>Jumping using techniques for triple jump, high jump and standing vertical jump</p> <p>Combine sprinting with hurdling</p> <p>Transfer a relay baton efficiently as part of a team</p> <p>Hockey</p>

	<p>Work in a group Perform in unison</p>		<p>Hold a stick correctly Dribble the ball with head up Push pass correctly Jab tackle send and receive under pressure Work with a partner to get past a defender Develop a range of attacking skills and strategies Support teammates by communicating with them Respect the rules and decisions Adapt tactics in a game if they are not working Bowl by running in close to the wickets</p>
<p>Modern Foreign Languages Knowledge and Skills</p>	<p style="text-align: center;">Time & Food</p> <p>Revise and extend knowledge of the numbers needed to tell the time Know how to ask for and give the time (hour, half and quarter) To say 'at ... o'clock.' Describe what you usually have for breakfast. Communicate likes and dislikes. Build sentences using verbs, time expressions and food items. Speaking: Develop spoken fluency further by increasing the amount of language children attempt to use and focus on the accuracy of their pronunciation. Listening: Listen for much longer periods of time and more frequently during lessons Reading Read longer, more authentic passages of text. Writing Translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language Start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. Grammar Introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>	<p style="text-align: center;">Likes/Dislikes & Sports</p> <p>Ask for and give opinions about sports Talk about the sports you know how to do Use two key verbs in the present tense Know expressions of frequency to say how often you do different sports. Use the different parts of practical to talk about the actions of others. Use verbs to give instructions Speaking: Speak with improved fluency and ease using full sentences Start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular Use and give a variety of positive and negative opinions in spoken form. Listening: Use and understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set. Reading Read longer, more authentic passages of text. To become more confident in their ability to decode text Writing Make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Grammar Explore the verb to wear.</p>	<p style="text-align: center;">Music & Making Raps</p> <p>Identify different types of music and give likes / dislikes Look up new nouns to check for meaning using an online dictionary Ask about and say which instrument you play Listen and understand (and join in with) the Spanish version of a popular children's song Know some new adjectives and use adjectives to give reasons for liking / disliking music or instruments Practise dialogues asking / answers questions about music and instruments Practise evaluating own and others' performances and giving feedback Speaking: Ask and answer questions Express opinions and respond to those of others Speak in sentences Listening: Listen attentively and show understanding by joining in and responding Reading: Read and show understanding of words, phrases and simple texts Appreciate stories, songs, poems and rhymes in the language Use a dictionary Writing: Write words and phrases from memory, adapt phrases to create new sentences Grammar: Gender of nouns - definite and indefinite articles Singular and plural forms of nouns</p>

