

PROGRESSION OF SKILLS

Year Group: 6

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Down With Darwin		Non-European Civilisation (Mayans)		Raging Rivers	
Concepts and Knowledge	evolution animals including classification and features inheritance habitats society religious beliefs scientists and philosophers world geography – oceans and continents climate human and physical geography time pollution ecosystems conservation primary and secondary sources		time time zones (ancient) civilisation religious beliefs myths/creation stories social structure (hierarchy) monarchy primary and secondary sources numerical systems language – glyphs biomes/habitats empire conquest – invaders architecture		settlement land use evaporation, condensation, precipitation, convection ecosystems conservation physical geography – erosion, deposition, rock science transport trade (import/export) economics natural resources (minerals) energy sources	
Values: Honesty Wisdom Kindness Happiness Bravery Self-Belief	<p>PSHE: wisdom, honesty and self-belief. Children will express their emotions and their view of themselves through colour and artwork.</p> <p>DT: bravery, self-belief, wisdom, honesty. Children will learn new skills and as part of the design process will evaluate and make comments on other children’s work as part of market research. They will also have to be comfortable talking to others about their product.</p> <p>Art: self-belief and bravery. Improving their skills and not being afraid to have a go at more challenging work (observational drawing)</p> <p>PE: kindness, happiness, self-belief. Enjoying sports and pushing themselves to improve their own skills.</p>		<p>Topic – wisdom. Through the topic of the Maya, children will learn about Imperialism/Colonialism and the effects it had on the indigenous people of Meso-America. Links can be made to events in the news where relevant, and to the British Empire and the role we had in the world.</p> <p>Computing/PSHE: Happiness, Honesty and Wisdom. Internet safety, including respectful behaviour online, and having a healthy balance of screen time.</p> <p>Science: Wisdom, Happiness and Honesty. As part of lessons on healthy lifestyles, children will think about their own lifestyles and about making good choices in the future.</p> <p>PE: kindness, happiness, self-belief. Enjoying sports and pushing themselves to improve their own skills.</p>		<p>All values in residential and transition to secondary schools.</p> <p>Residential: children to enjoy the experiences and push themselves in challenging moments (from climbing walls/high ropes to being away from home). Children will also be given a level of trust during the residential.</p> <p>Transition: children to think about making good first impression when on induction and being brave in their interactions with new friends and teachers. In preparation for secondary school, we will also talk about making wise choices and enjoying their new school and friends.</p> <p>PE: kindness, happiness, self-belief. Enjoying sports and pushing themselves to improve their own skill.</p>	

PROGRESSION OF SKILLS

Languages						
Context	<p>Salut Unit P— Actions (Unité P — Les actions)</p> <p>Lesson 1: I'm looking for the pirate/Je cherche le pirate</p> <p>Lesson 2: Actions/Les actions</p> <p>Lesson 3: In the cupboard/Dans le placard</p> <p>Lesson 4: More actions/Plus d'actions</p> <p>Lesson 5: Treasure hunt/La chasse au trésor</p> <p>Lesson 6: A treasure hunt/Une chasse au trésor</p>	<p>Salut Unit Q In France (Unité Q — En France)</p> <p>Lesson 1: On the bridge of Avignon/Sur le pont d'Avignon</p> <p>Lesson 2: Where in France?/Où en France?</p> <p>Lesson 3: In Paris/À Paris</p> <p>Lesson 4: They speak French/On parle français</p> <p>Lesson 5: French food/La nourriture française</p> <p>Lesson 6: Croque-monsieur/Le croque-monsieur</p>	<p>Salut Unit R— Family (Unité R — La famille)</p> <p>Lesson 1: My family/Ma famille</p> <p>Lesson 2: Describe your family/Décris ta famille</p> <p>Lesson 3: Household tasks/Les tâches ménagères</p> <p>Lesson 4: A family weekend/ Un weekend en famille</p> <p>Lesson 5: My birthday party/Ma fête d'anniversaire</p> <p>Lesson 6: Cinderella/Cendrillon</p>	<p>Salut Unit S— A Weekend with Friends (Unité S — Un weekend avec des amis)</p> <p>Lesson 1: What would you like to do?/ Qu'est-ce que tu voudrais faire?</p> <p>Lesson 2: Would you like...?/Tu voudrais...?</p> <p>Lesson 3: Sleepover/La soirée pyjama</p> <p>Lesson 4: The midnight feast/Le festin de minuit</p> <p>Lesson 5: Are you going to go to the cinema?/ Tu vas aller au cinéma?</p> <p>Lesson 6: The sleepover/La soirée pyjama</p>	<p>Salut Unit T — The Future (Unité T — Le futur)</p> <p>Lesson 1: I'm going.../ Je vais...</p> <p>Lesson 2: This weekend/ Ce weekend</p> <p>Lesson 3: Tomorrow/ Demain</p> <p>Lesson 4: Comparisons/ Les comparaisons</p> <p>Lesson 5: I am.../ Je suis...</p> <p>Lesson 6: The Three Billy Goats Gruff/ Les trois boucs Bourru</p>	<p>Salut Unit U — Jobs (Unité U — Les métiers)</p> <p>Lesson 1: I want to be an astronaut/Je veux être astronaut</p> <p>Lesson 2: Jobs/Les métiers</p> <p>Lesson 3: Workplaces/Les lieux de travail</p> <p>Lesson 4: The space station/La station spatiale</p> <p>Lesson 5: At the fire station/ À la caserne des pompiers</p> <p>Lesson 6: Paul's 'quiet' day/La journée 'calme' de Paul</p>
Aim	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied 					
Key Vocabulary	<ul style="list-style-type: none"> Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form <p>Lesson 1: I'm looking for the pirate/Je cherche le pirate <i>je cherche</i> I'm looking for <i>en bas</i> down there <i>en haut</i> up there <i>à droite</i> to the right <i>à gauche</i> to the left <i>partout</i> everywhere <i>dans le magasin</i> in the shop <i>dans le parc</i> in the park <i>dans la bibliothèque</i> in the library Question and Answer:</p>	<ul style="list-style-type: none"> Learning where some French cities are located in France Talking about tourist attractions in Paris Learning about French-speaking countries Naming popular French foods <p>Lesson 1: On the bridge of Avignon/Sur le pont d'Avignon <i>le pont</i> the bridge <i>les messieurs (m)</i> the gentlemen <i>les dames (f)</i> the ladies <i>les jardiniers (m)</i> the gardeners <i>les enfants (m)</i> the children <i>les animaux (m)</i> the animals <i>les oiseaux (m)</i> the birds <i>danser</i> to dance <i>chanter</i> to sing Question and Answer: <i>Qui danse?</i> Who is dancing?</p>	<ul style="list-style-type: none"> Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on" Vocabulary associated with birthday parties <p>Lesson 1: My family/Ma famille <i>ma mère</i> my mother <i>mon père</i> my father <i>ma sœur</i> my sister <i>mon frère</i> my brother <i>ma grand-mère</i> my grandmother <i>mon grand-père</i> my grandfather <i>mes parents</i> my parents <i>mes grands-parents</i> my grandparents <i>ma famille</i> my family</p>	<ul style="list-style-type: none"> Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming foods associated with midnight feasts Giving a reason for accepting or declining an invitation <p>Lesson 1: What would you like to do?/ Qu'est-ce que tu voudrais faire? <i>faire une promenade</i> to go for a walk <i>faire du bowling</i> to go bowling <i>faire une soirée pyjama</i> to have a sleepover <i>faire les magasins</i> to go shopping</p>	<ul style="list-style-type: none"> The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling <p>Lesson 1: I'm going.../ Je vais... <i>chanter</i> to sing <i>écouter</i> to listen <i>jouer</i> to play <i>dormir</i> to sleep <i>manger</i> to eat <i>courir</i> to run Question and Answer: <i>Qu'est-ce que tu vas faire?</i> What are you going to do? <i>Je vais...</i> I'm going...</p>	<ul style="list-style-type: none"> Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations <p>Lesson 1: I want to be an astronaut/Je veux être astronaut <i>le travail</i> work <i>un médecin</i> a doctor <i>un pompier</i> a firefighter <i>un policier</i> a police officer <i>un chef</i> a chef <i>une astronaute</i> an astronaut <i>une actrice</i> an actress <i>un fermier</i> a farmer Question and Answer: <i>Qu'est-ce que tu veux faire?</i></p>

PROGRESSION OF SKILLS

<p><i>Où cherches-tu le pirate?</i> Where are you looking for the pirate? <i>Je cherche le pirate...</i> I'm looking for the pirate...</p> <p>Lesson 2: Actions/Les actions <i>je ris</i> I'm laughing <i>je pleure</i> I'm crying <i>je parle</i> I'm talking <i>je marche</i> I'm walking <i>je cours</i> I'm running <i>je danse</i> I'm dancing <i>je chante</i> I'm singing <i>beaucoup</i> lot <i>un peu</i> a bit <u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais?</i> What are you doing? <i>Je ... beaucoup.</i> I'm ... a lot. <u>Question and Answer 2:</u> <i>Qu'est-ce que fait ton ami(e)?</i> What is your friend doing? <i>Elle / Il ... beaucoup.</i> She / He is ... a lot.</p> <p>Lesson 3: In the cupboard/Dans le placard <i>le placard</i> the cupboard <i>la peinture</i> the paint <i>le carton</i> the cardboard <i>le pinceau</i> the paintbrush <i>les paillettes (f)</i> the glitter <i>le papier de soie</i> the tissue paper <i>le papier feutre</i> the felt <i>la laine</i> the wool <i>le ruban adhésif</i> the sticky tape <u>Question and Answer 1:</u> <i>Qu'est-ce que tu mets dans le placard?</i> What are you putting in the cupboard? <i>Je mets ... dans le placard.</i> I'm putting ... in the cupboard. <u>Question and Answer 2:</u> <i>Qu'est-ce que tu as mis dans le placard?</i> What did you put in the cupboard? <i>J'ai mis ... dans le placard.</i> I put ... in the cupboard.</p> <p>Lesson 4: More actions/Plus d'actions <i>je bois</i> I drink <i>je frappe</i> I knock <i>je conduis</i> I drive <i>je monte</i> I go up <i>je descends</i> I go down <i>je tourne</i> I turn <i>j'écris</i> I write <i>vite</i> quickly</p>	<p><i>Les ... dansent.</i> The ... are dancing. <i>Qui chante?</i> Who is singing? <i>Les ... chantent.</i> The ... are singing.</p> <p>Lesson 2: Where in France?/Où en France? <i>Paris</i> Paris <i>Lyon</i> Lyon <i>Bordeaux</i> Bordeaux <i>Avignon</i> Avignon <i>le nord de la France</i> the north of France <i>le sud de la France</i> the south of France <i>l'ouest de la France</i> the west of France <i>l'est de la France</i> the east of France <u>Question and Answer 1:</u> <i>C'est où? Where is it?</i> <i>C'est... It's...</i> <u>Question and Answer 2:</u> <i>Où est ... en France?</i> Where in France is ...? <i>... est dans ... de la France.</i> ... is in the ... of France.</p> <p>Lesson 3: In Paris/À Paris <i>la tour Eiffel</i> the Eiffel Tower <i>un jardin</i> a garden <i>la Seine</i> the Seine (River) <i>une galerie d'art</i> an art gallery <i>un parc d'attractions</i> a theme park <i>le musée du Louvre</i> the Louvre museum <i>l'Arc de Triomphe</i> the Arc de Triomphe <i>des cafés (m)</i> some cafés <i>des magasins (m)</i> some shops <u>Question and Answer 1:</u> <i>Qu'est-ce qu'il y a à Paris?</i> What is there in Paris? <i>Il y a... There is... / There are...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce qu'on peut visiter à Paris?</i> What can you visit in Paris? <i>On peut visiter...</i> You can visit...</p> <p>Lesson 4: They speak French/On parle français <i>la France</i> France <i>la Belgique</i> Belgium <i>le Canada</i> Canada <i>la Suisse</i> Switzerland</p>	<p><u>Question and Answer:</u> <i>C'est qui? Who is it?</i> <i>C'est... / Ce sont... It's... / They're...</i></p> <p>Lesson 2: Describe your family/Décris ta famille <i>ma belle-mère</i> my stepmother <i>mon beau-père</i> my stepfather <i>ma cousine</i> my cousin (female) <i>mon cousin</i> my cousin (male) <i>ma tante</i> my aunt <i>mon oncle</i> my uncle <i>filles unique</i> only child (girl) <i>fils unique</i> only child (boy) <i>ma demi-sœur</i> my stepsister / my half sister <i>mon demi-frère</i> my stepbrother / my half brother <u>Question and Answer 1:</u> <i>Tu as...? Do you have...?</i> <i>Oui, j'ai... Yes, I have...</i> <i>Non, je n'ai pas de...</i> No, I don't have... <u>Question and Answer 2:</u> <i>Tu as des frères ou des sœurs?</i> Do you have any brothers or sisters? <i>Oui, j'ai... Yes, I have...</i> <i>Non, je suis fille unique.</i> No, I'm an only child. (boy) <i>Non, je suis fils unique.</i> No, I'm an only child. (girl)</p> <p>Lesson 3: Household tasks/Les tâches ménagères <i>Je range ma chambre.</i> I tidy my bedroom. <i>Je fais mon lit.</i> I make my bed. <i>Je passe l'aspirateur.</i> I vacuum. <i>Je mets la table.</i> I set the table. <i>Je fais la vaisselle.</i> I wash up. <i>Je lave la voiture.</i> I wash the car. <i>Je remplis le lave-vaisselle.</i> I load the dishwasher. <i>Je balaie.</i> I sweep the floor. <u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais chez toi?</i> What do you do at your house? <i>Various responses...</i> <u>Question and Answer 2:</u> <i>Tu as ... hier?</i> Did you ... yesterday? <i>Oui, j'ai ... hier.</i> Yes, I ... yesterday. <i>Non, je n'ai pas ... hier.</i> No, I didn't ... yesterday.</p> <p>Lesson 4: A family weekend/ Un weekend en famille</p>	<p><i>faire un tour à vélo</i> to go for a bike ride <i>faire du camping</i> to go camping <u>Question and Answer 1:</u> <i>Qu'est-ce que tu voudrais faire? What would you like to do?</i> <i>Je voudrais...</i> I would like to...</p> <p>Lesson 2: Would you like...?/Tu voudrais...? <i>aller à la piscine</i> to go to the swimming pool <i>aller au cinéma</i> to go to the cinema <i>aller au parc</i> to go to the park <i>aller à la patinoire</i> to go to the ice rink <i>aller au centre de loisirs</i> to go to the leisure centre <i>Oui, super! Yes, great!</i> <i>Oui, on y va! Yes, let's go!</i> <i>Non, je ne peux pas. No, I can't.</i> <i>Non, je dois faire mes devoirs.</i> No, I have to do my homework. <u>Question and Answer:</u> <i>Tu voudrais aller...?</i> Would you like to go ... on ...? <i>Various responses...</i></p> <p>Lesson 3: Sleepover/La soirée <i>pyjama</i> <i>se vernir les ongles</i> to paint your nails <i>faire un karaoké</i> to do karaoke <i>regarder des films</i> to watch films <i>jouer aux jeux vidéo</i> to play video games <i>manger de la pizza</i> to eat pizza <i>manger de la glace</i> to eat ice cream <i>manger des bonbons</i> to eat sweets <i>boire du chocolat chaud</i> to drink hot chocolate <u>Question and Answer 1:</u> <i>Qu'est-ce que tu aimes faire pendant les soirées pyjama?</i> What do you like to do at sleepovers? <i>J'aime... I like...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce que tu n'aimes pas faire pendant les soirées pyjama?</i></p>	<p>Lesson 2: This weekend/ Ce weekend <i>jouer au foot</i> to play football <i>regarder la télé</i> to watch the TV <i>lire un livre</i> to read a book <i>faire du vélo</i> to go cycling <i>danser</i> to dance <i>aller à la piscine</i> to go to the swimming pool <i>jouer à l'ordinateur</i> to play on the computer <u>Question and Answer 1:</u> <i>Qu'est-ce que tu vas faire ce weekend?</i> What are you going to do this weekend? <i>Je vais... I'm going...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce qu'on va faire ce weekend?</i> What are we going to do this weekend? <i>On va... We're going...</i></p> <p>Lesson 3: Tomorrow/ Demain <i>aller à l'école</i> to go to school <i>jouer dans la cour</i> to play in the playground <i>aller au cours de français</i> to go to French class <i>manger dans la cuisine</i> to eat in the kitchen <i>faire ses devoirs</i> to do homework <i>regarder la télévision</i> to watch television <u>Question and Answer 1:</u> <i>Qu'est-ce que tu vas faire demain?</i> What are you going to do tomorrow? <i>Je vais... I'm going...</i> <u>Question and Answer 2:</u> <i>Qu'est-ce que Jacques / Amélie va faire demain?</i> What's Jacques / Amélie going to do tomorrow? <i>Jacques / Amélie va...</i> Jacques / Amélie is going...</p> <p>Lesson 4: Comparisons/ Les comparaisons <i>le troll</i> the troll <i>la princesse</i> the princess <i>petit</i> small <i>grand</i> big <i>laid</i> ugly <i>joli</i> pretty <i>jeune</i> young <i>âgé</i> old <u>Question and Answer 1:</u> <i>Comment est le troll / la princesse?</i> What's the troll / the princess like?</p>	<p>What do you want to do? <i>Je veux être...</i> I want to be...</p> <p>Lesson 2: Jobs/Les métiers <i>un infirmier</i> a male nurse <i>une infirmière</i> a female nurse <i>un mécanicien</i> a male mechanic <i>une mécanicienne</i> a female mechanic <i>un instituteur</i> a male teacher <i>une institutrice</i> a female teacher <i>un coiffeur</i> a male hairdresser <i>une coiffeuse</i> a female hairdresser <u>Question and Answer 1:</u> <i>Elle fait quel métier?</i> What job does she do? <i>Elle est... She is...</i> <u>Question and Answer 2:</u> <i>Il fait quel métier?</i> What job does he do? <i>Il est... He is...</i></p> <p>Lesson 3: Workplaces/Les lieux de travail <i>l'hôpital (m)</i> the hospital <i>l'école (f)</i> the school <i>le restaurant</i> the restaurant <i>le garage</i> the garage <i>le salon de coiffure</i> the hairdressing salon <i>le commissariat de police</i> the police station <i>la caserne des pompiers</i> the fire station <u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... It's...</i> <u>Question and Answer 2:</u> <i>... travaille où?</i> Where does ... work? <i>Il / Elle travaille à...</i> <i>He / she works at...</i></p> <p>Lesson 4: The space station/La station spatiale <i>la lune</i> the moon <i>le soleil</i> the sun <i>une astronaute</i> an astronaut <i>un satellite</i> a satellite <i>une planète</i> a planet <i>une étoile</i> star <i>une comète</i> a comet <i>une étoile filante</i> a shooting star</p>
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PROGRESSION OF SKILLS

<p><i>lentement</i> slowly</p> <p><u>Question and Answer 1:</u> <i>Est-ce que tu ... vite?</i> Do you ... quickly? <i>Oui, je ... vite.</i> Yes, I ... quickly. <i>Non, je ... lentement.</i> No, I ... slowly.</p> <p><u>Question and Answer 2:</u> <i>Est-ce qu'il ... lentement?</i> Does he ... slowly? <i>Oui, il ... lentement.</i> Yes, he ... slowly. <i>Non, il ... vite.</i> No, he ... quickly.</p> <p>Lesson 5: Treasure hunt/La chasse au trésor <i>un fossile</i> a fossil <i>une bouteille vide</i> an empty bottle <i>une vieille botte</i> an old boot <i>une coquille</i> a shell <i>un galet</i> a pebble <i>du bois flottant</i> some driftwood <i>le trésor</i> the treasure <i>un canard en plastique</i> a rubber duck</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que tu as trouvé pendant la chasse au trésor?</i> What did you find during the treasure hunt? <i>J'ai trouvé... I found...</i></p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que le pirate a trouvé pendant la chasse au trésor?</i> What did the pirate find during the treasure hunt? <i>Il a trouvé... He found...</i></p> <p>Lesson 6: A treasure hunt/Une chasse au trésor <i>une bibliothèque</i> a library <i>une corde à sauter</i> a skipping rope <i>heureux</i> happy <i>en colère</i> angrily <i>ranger</i> to tidy <i>comprendre</i> to understand <i>une carte au trésor</i> a treasure map <i>dans tous les sens</i> from every angle <i>une salle de musique</i> a music room</p>	<p><i>Je Luxembourg</i> Luxembourg <i>Je Sénégal</i> Senegal <i>l'Algérie (f)</i> Algeria <i>la Côte d'Ivoire</i> Ivory Coast</p> <p><u>Question and Answer 1:</u> <i>C'est quel pays?</i> What country is it? <i>C'est... It's...</i></p> <p><u>Question and Answer 2:</u> <i>On parle français en / au...?</i> Do they speak French in...? <i>Oui, on parle français en / au...</i> Yes, they speak French in... <i>Non, on ne parle pas français en / au...</i> No, they don't speak French in...</p> <p>Lesson 5: French food/La nourriture française <i>la quiche</i> quiche <i>la baguette</i> baguette <i>les crêpes (f)</i> pancakes <i>le camembert</i> camembert <i>les croissants (m)</i> croissants <i>les escargots (m)</i> snails <i>les croque-monsieur (m)</i> ham and cheese toasties <i>les cuisses de grenouille (f)</i> frog's legs</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce qu'on mange en France?</i> What do they eat in France? <i>En France, on mange...</i> In France, they eat...</p> <p><u>Question and Answer 2:</u> <i>Tu as déjà mangé...?</i> Have you eaten ... before? <i>Oui, j'ai mangé...</i> Yes, I've eaten... <i>Non, je n'ai pas mangé...</i> No, I haven't eaten...</p> <p>Lesson 6: Croque-monsieur/Le croque-monsieur <i>la farine</i> the flour <i>le four</i> the oven <i>chaud</i> hot <i>fouetter</i> to whisk <i>ajouter</i> to add <i>faire fondre</i> to melt <i>tartinier</i> to spread <i>le fromage râpé</i> the grated cheese <i>une tranche de pain</i> a slice of bread</p>	<p><i>aller à la plage</i> to go to the beach <i>manger un bon repas</i> to eat a good meal <i>rendre visite à ma grand-mère</i> to visit my grandmother <i>faire une promenade à vélo</i> to go on a bike ride <i>aller à la campagne</i> to go to the countryside <i>faire un pique-nique</i> to have a picnic <i>faire une soirée film</i> to have a film night <i>faire du shopping</i> to go shopping</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que tu fais avec ta famille pendant le weekend?</i> What do you do with your family at the weekend? <i>Various responses...</i></p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que tu as fait avec ta famille le weekend dernier?</i> What did you do with your family last weekend? <i>Various responses...</i></p> <p>Lesson 5: My birthday party/Ma fête d'anniversaire <i>un ballon</i> a balloon <i>un cadeau</i> a present <i>ma famille</i> my family <i>une fête d'anniversaire</i> a birthday party <i>un gâteau d'anniversaire</i> a birthday cake <i>une carte d'anniversaire</i> a birthday card <i>un chapeau d'anniversaire</i> a party hat</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... It's...</i></p> <p><u>Question and Answer 2:</u> <i>Qui est à la fête d'anniversaire?</i> Who is at the birthday party? <i>... est à la fête d'anniversaire.</i> ... is at the birthday party.</p> <p>Lesson 6: Cinderella/Cendrillon <i>le carrosse</i> the carriage <i>la pantoufle</i> the slipper <i>le monde</i> the world <i>la citrouille</i> the pumpkin <i>triste</i> sad</p>	<p>What do you not like doing at sleepovers? <i>Je n'aime pas... I don't like...</i></p> <p>Lesson 4: The midnight feast/Le festin de minuit <i>un festin de minuit</i> a midnight feast <i>des chips (f)</i> some crisps <i>du chocolat (m)</i> some chocolate <i>du gâteau (m)</i> some cake <i>des bonbons (m)</i> some sweets <i>des sucettes (f)</i> some lollies <i>des friands (m)</i> some sausage rolls <i>de la pizza</i> some pizza <i>de la glace au chocolat</i> some chocolate ice cream</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que tu as mangé au festin de minuit?</i> What did you (singular) eat at the midnight feast? <i>J'ai mangé... I ate...</i></p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que vous avez mangé au festin de minuit?</i> What did you (plural) eat at the midnight feast? <i>On a mangé... We ate...</i></p> <p>Lesson 5: Are you going to go to the cinema?/ Tu vas aller au cinéma? <i>je suis prêt</i> I'm ready (male) <i>je suis prête</i> I'm ready (female) <i>je suis fatigué</i> I'm tired (male) <i>je suis fatiguée</i> I'm tired (female) <i>je suis occupé</i> I'm busy (male) <i>je suis occupée</i> I'm busy (female) <i>je suis désolé</i> I'm sorry (male) <i>je suis désolée</i> I'm sorry (female)</p> <p><u>Question and Answer 1:</u> <i>Tu vas aller au cinéma?</i> Are you going to go to the cinema? <i>Oui / Non, je suis...</i> Yes / No, I'm...</p> <p><u>Question and Answer 2:</u> <i>Cécile / Manu va aller au cinéma?</i> Is Cécile / Manu going to go to the cinema?</p>	<p><i>Le troll / La princesse est...</i> The troll / The princess is...</p> <p><u>Question and Answer 2:</u> <i>Qui est plus ... que ...?</i> Who is ... than ...? <i>... est plus ... que ...</i> ... is ... than ...</p> <p>Lesson 5: I am.../ Je suis... <i>en forme</i> in good shape <i>calme</i> calm <i>malade</i> ill <i>en colère</i> angry <i>énergique</i> energetic <i>aux anges</i> over the moon</p> <p><u>Question and Answer 1:</u> <i>Comment tu vas aujourd'hui?</i> How are you today? <i>Je suis... I'm...</i></p> <p><u>Question and Answer 2:</u> <i>Comment est Tom / Laurianne aujourd'hui?</i> How is Tom / Laurianne today? <i>Il / Elle est... He's / She's...</i></p> <p>Lesson 6: The Three Billy Goats Gruff/ Les trois boucs Bourru <i>un bouc</i> a billy goat <i>l'herbe (f)</i> the grass <i>traverser</i> to cross <i>sauter</i> to jump <i>attraper</i> to grab <i>Bébé Bouc Bourru</i> Baby Billy Goat Gruff <i>Petit Bouc Bourru</i> Little Billy Goat Gruff <i>Grand Bouc Bourru</i> Big Billy Goat Gruff <i>réfléchir</i> to think things over</p>	<p><i>une fusée</i> a rocket</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... It's...</i></p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce qu'on peut voir de la station spatiale?</i> What can you see from the space station? <i>On peut voir... We can see...</i></p> <p>Lesson 5: At the fire station/ À la caserne des pompiers <i>descendre la barre de pompiers</i> to go down the fireman's pole <i>laver le camion de pompiers</i> to wash the fire engine <i>vérifier le tuyau d'incendie</i> to check the fire hose <i>entendre la sirène</i> to hear the siren <i>vérifier l'équipement</i> to check the equipment <i>éteindre le feu</i> to put out the fire</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que le pompier fait aujourd'hui?</i> What is the firefighter doing today? <i>Various responses...</i></p> <p><u>Question and Answer 2:</u> <i>Qu'est-ce que le pompier va faire demain?</i> What is the firefighter going to do tomorrow? <i>Il va... He's going...</i></p> <p>Lesson 6: Paul's 'quiet' day/La journée 'calme' de Paul <i>le toit</i> the roof <i>coincé</i> stuck <i>content</i> happy <i>ça brille</i> it shines <i>aider</i> to help <i>lutter</i> to fight <i>pas de problème</i> no problem <i>la sirène sonne</i> the siren rings <i>C'est reparti!</i> Here we go again!</p>
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PROGRESSION OF SKILLS

			<i>laid</i> ugly <i>méchant</i> wicked <i>la bonne fée</i> the fairy godmother <i>tomber amoureux</i> to fall in love	<i>Oui / Non, elle est...</i> Yes / No, she is... <i>Oui / Non, il est...</i> Yes / No, he is... Lesson 6: The sleepover/La soirée <i>pyjama</i> <i>un fantôme</i> a ghost <i>un bruit</i> a noise <i>le salon</i> the living room <i>ce soir</i> tonight <i>crier</i> to scream <i>faire tomber</i> to drop <i>sortir</i> to go out <i>apporter</i> to bring <i>un sac de couchage</i> a sleeping bag		
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
listen attentively to spoken language and show understanding by joining in and responding	To explore greater independence in developing the language, children can: Understand the main points and some of the detail from a short-spoken passage, including more complex phrases and sentences.					
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Children can: Apply their knowledge of French phonics from previous years to read, write and explore unfamiliar vocabulary accurately.					
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Children can: Join in with more detailed, lengthier conversations, building upon the vocabulary they have developed in previous years. Children therefore should include longer sentences and use more complex opinions within their spoken responses.					
speak in sentences, using familiar vocabulary, phrases and basic language structures	Children can use familiar words, and sentence structures they have explored in previous years/within the program, to construct their own sentences. Children can create sentences, using vocabulary they have explored in detail within their unit, using the program.					
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Children can: Confidently read aloud unfamiliar words and phrases applying their knowledge of vocabulary and French phonics from previous years, to pronounce them accurately. Use a range of spoken language confidently and accurately, using the correct pronunciation and intonation.					
present ideas and information orally to a range of audiences		Prepare and present a short presentation (on Paris) with confidence, adding extra details		Children can develop a simple sketch/role play and perform it to their class/teacher using vocabulary/support from the program. (develop and present a simple role-play, adapting many of the Question and Answer screen sentences as appropriate)	Children can develop a simple sketch/role play and perform it to their class/teacher using vocabulary/support from the program. (Write and perform a role-play, incorporating future tense sentences).	
read carefully and show understanding of words, phrases and simple writing	Children can use the program/apply new learnt vocabulary in order to: Understand the main points and some of the detail from a short, written text, which contains some unfamiliar language.					
appreciate stories, songs, poems and rhymes in the language	Children can: Understand the main points from a short, written text, which contains some unfamiliar language, applying the vocabulary they have learnt and explored in previous years, as well as in current units.					

PROGRESSION OF SKILLS

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<p>Children independently explore a bilingual dictionary to look up the meaning of unfamiliar words in French where required.</p> <p>Children to independently use a bilingual dictionary to look up the French translation of English words where required.</p>					
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Children can: Use familiar words and sentence structure to write new sentences	Children can: Use familiar words and sentence structure to write new sentences write a short passage from memory, including longer or more complex sentences	Children can: Use familiar words and sentence structure to write new sentences write a short passage from memory, including longer or more complex sentences	Children can: Use familiar words and sentence structure to write new sentences	Children can: Use familiar words and sentence structure to write new sentences	Children can: Use familiar words and sentence structure to write new sentences write a short passage from memory, including longer or more complex sentences
describe people, places, things and actions orally* and in writing		Children can: Construct a short text, to describe a place , person or thing using more complex sentences.	Children can: Construct a short text, to describe a place, person or thing using more complex sentences.			Children can: Construct a short text, to describe a place, person or thing using more complex sentences. Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Children can:</p> <ul style="list-style-type: none"> begin to use French articles confidently and accurately. begin to recognise that 'vous' is used for more than one person or in formal situations, and that 'tu' is used for one person in informal situations. talk about what I am going to do, using the future tense. – prompts where needed talk about what I have done using the past tense. - prompts where needed begin to recognise the 'vous/ils/elles' forms of some common verbs in the present tense. recognise that some verbs are irregular. begin to understand the basic meaning of 'on' in French begin to identify the future tense begin to recognise the past tense of some common verbs. use French articles more accurately begin to write some regular French nouns in the singular and plural form. begin to write the correct forms of some simple adjectives with a noun. begin to write the correct form of some irregular verbs in the first and third person singular - supported begin to write simple sentences using the future tense. begin to write simple sentences using the past tense. use the rules I know about building sentences in French to create new sentences using different vocabulary 					
Aims	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 					

PROGRESSION OF SKILLS

Key Vocabulary	See Program – each unit has a specific word grid for each lesson
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PROGRESSION OF SKILLS

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	<p>What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one’s life. Examples of creeds, eg. John Maysfield’s creed, the Olympic creed, 1 Cor 15:3-4, the Apostle’s creed. What is your creed? What things really matter to you? Why? 10 commandments Story- parables (New Testament)</p>	<p>Why is the Qur’an called Holy? Revisit the story of Muhammad’s Night of Power. The belief that Muhammad received revelation. Muhammad as the last of a long chain of prophets. Humankind’s history of forgetting God. How is this similar to or different from Christian beliefs about Jesus and the Bible? Christmas - about peace and goodwill to all people. A time to avoid argument/conflict. 1914 The first Christmas in the trenches.</p>	<p>Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of “The fox and the grapes.” How the Sabbath is celebrated. Why do Jews celebrate the Sabbath? Muslim family life. Food, clothing. Is it religion or culture?</p>	<p>Why Jesus is called “The Saviour”? Jesus as Lord and Saviour – what does this mean? Aslan – the Saviour who tricked the White Witch and saved Narnia from “endless winter”. Something had gone wrong “The fall of Adam and Eve”. The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh. Encourage the pupils to explore their own views.</p>	<p>Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. “The shoe-maker’s pilgrimage.” Seeking God’s forgiveness. The Haaj Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure?</p>	<p>What do you think God is like? God in Christian art? Michelangelo’s “Sistine chapel”, William Blake’s “Ancient of Days” Pupils to explore their ideas about God. Why do some religions never try to paint or represent God? What questions about God are important or which you wonder about? Is God real? Is it right to wonder why God doesn’t show himself? Does God show himself? Does God just sit back and watch? Does he answer prayers?</p>
Curriculum	<p>learn about New Testament stories Parables Pupils should be encouraged to enquiry Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. Pupils should learn about some major Christian beliefs – Apostles creed, Jesus the Saviour. Pupils should learn about beliefs associated with living a Christian life, for example, a Christian life is a life lived in relationship with God, it involves a commitment to the welfare of others, forgiveness, love and charity. Pupils should learn about the Bible as the holy book of Christianity. Pupils should explore the Christian belief that the Bible is ‘holy’ and that individuals have received divine revelation or have been divinely inspired. Pupils should explore the idea of literal and non-literal or symbolic interpretation of scriptural passages.</p>	<p>Pupils should also learn about stories associated with at least one other religious tradition. Islam – Night of Power Judaism – The Story of the Fox and the Grapes. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons Pupils should learn about Christian festivals – Easter and Christmas and the Christmas Truce. Pupils should also learn about the leader of religion in at least one other religious tradition–Muhammad. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.</p>	<p>Pupils should also learn about some central beliefs associated with at least one other religion Islam – 5 Pillars, sacred texts. Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p>	<p>Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Moses and the Ten Commandments. Into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. Pupils should learn about Christian worship – Bible, Cross, Crucifix. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. Pupils might explore the belief that Easter was a victory when good triumphed over evil. Pupils should learn about Jesus of Nazareth as the founder of Christianity. They should also have been taught about Christian beliefs about Jesus, for example, that Jesus was the Saviour and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit.</p>	<p>Pupils should also learn about worship in at least one other religious tradition Islamic artefacts – photos, clothing, food, Mecca. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. Pupils should also learn about festivals in at least one other religious tradition - Islam and Eid. Pupils should also learn about some central beliefs associated with at least one other religion Islam – 5 Pillars, sacred texts</p>	<p>Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be – Does God answer prayers?. Pupils may explore the life and work of an individual in the local community who may work or volunteer their time and energy to the disadvantaged, or a ‘good cause’ either locally or abroad. Pupils should explore in what way this person’s life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them – Paul Willmott/ Open the Book Pupils should also learn about the holy book or scriptures associated with at least one other religion- Islam and Qu’ran, Judaism - Torah. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.</p>

PROGRESSION OF SKILLS

<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Apply skills and understanding to play a range of competitive games, both intra-school and inter-school. Applying the rules of the game. Play larger or full sided competitive games. Developing tactical decisions. Develop strategic awareness and game play. Increase position awareness2</p> <p>Introduce positions Follow basic rules: foot rule, positions, timings, scoring Shooting technique.</p> <p>Attacking and defending using the tags. Spatial awareness within a game situation Understanding of game rules</p>		<p>Apply skills and understanding to play a range of competitive games, both intra-school and inter-school. Applying the rules of the game. Play larger or full sided competitive games. Developing tactical decisions. Develop strategic awareness and game play. Increase position awareness.</p> <p>Key rules – off side, forward pass/knock-on, 3 second/3 steps Spatial awareness within a game situation</p>	<p>Apply skills and understanding to play a range of competitive games, both intra-school and inter-school. Net and Wall- to have a secure understanding of the rules of tennis- ball can only bounce once and no double hits, to understand the rules of the court marking. Badminton Scoring Doubles: strategic moves and positioning on the court.</p>	<p>Apply skills and understanding to play a range of competitive games, both intra-school and inter-school. Applying the rules of the game. Play larger or full sided competitive games. Developing tactical decisions. Develop strategic awareness and game play. Increase position awareness.</p> <p>Cricket Scoring- learn the scoring system to allow pupils to manage their own games</p> <p>Rounders Game rules – full game</p>	
<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>		<p>Perform routines with a partner and group, linking moves together with more continuity and fluidity.</p>	<p>Perform complex point and patch balances with a partner and group, linking moves together with more continuity and fluidity. Experiment with safe head stands for the first time.</p> <p>Rolls- pencil, log, egg, teddy bear roll and a complete forward roll and backward roll. Jumps- pencil, star, tuck, half turn, full turn, stag leap, cat leap and spinning leap. Balances - complex point and patch balances, partner and group balances, point balance (Y6 only) head stand- increased difficulty and working within larger groups. Linking more complex moves together with continuity and fluidity.</p>			<p>Athletics: Correct techniques for: Javelin, discuss, shot, tennis ball Sprinting – single and relay Long jump</p> <p>Throwing- from a run up, throwing a foam javelin using the correct technique. Shot put- use the correct technique safely and accurately releasing the shot-put. Y6- rotating, Discus- Perform a correct discus swing action. Jumping- using a long run up, taking off on one foot, hit the take-off board and land safely and accurately on two feet. Triple jump- Perform a hop, skip and a jump accurately and with pace. Sprinting- using correct techniques, keeping head still, looking forward, using running arms, correct knee lift and running of the balls of their feet.</p>
<p>perform dances using a range of movement patterns</p>		<p>Compose and combine routines as a class, small groups and individuals using constant different movements and thinking about their body position at all levels.</p> <p>Composing movements as a class and in small groups and also as an individual (Y6). Tall and small movements thinking about body position. Moves- top rock, back rock, CC's, helicopter, figure of 4 and 8.</p>	<p>Compose and combine routines as a class, small groups and individuals using constant different movements and thinking about their body position at all levels.</p>			

PROGRESSION OF SKILLS

<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>						<p>Take part in outdoor and adventurous activities, both individually and within a team, on residential trip. Orienteering skills Points of the compass Map work Grid references/coordinates Teamwork/cooperation Group challenges (residential) Problem solving activities</p>
<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p>	<p>Measure and record their peers' results to enable them to monitor and improve their performance.</p> <p>Evaluating team members sprinting technique.</p>

Art and design			
Context	Portraits: Links to Down with Darwin and inherited traits (physical features of their face). Observational Drawings: linked to animals of the Galapagos Islands	Maya Masks Mask designs based on Maya masks, learnt about in topic lessons.	Raging Rivers Create river art inspired by the work of Karla Gerard
Aims	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		
Key Vocabulary	Sketching, shading, colour, perspective, tone, line, scaling/proportions, detail, template, printing, portrait, brush strokes, pen strokes	Sketching, shading, colour, perspective, tone, line, scaling/proportions, detail, printing, portrait, brush strokes, pen strokes, sculpture	Sketching, shading, colour, perspective, tone, line, scaling/proportions, detail, printing, portrait, brush strokes, pen strokes
National Curriculum	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas	<p>Children continue working within their second sketch book.</p> <p>Sketch books are not marked by adults, instead children independently self and peer assess their work, evaluating what they have done well and focussing upon how they have developed their skills, how they have created their artwork, explaining the choices they have made, as well as looking at ways they would improve their work in the future.</p> <p>Children to reflect on skills from Year 5, and use their sketch books to further hone them, building into the development of their final piece.</p>	<p>Children continue working within their second sketch book.</p> <p>Sketch books are not marked by adults, instead children independently self and peer assess their work, evaluating what they have done well and focussing upon how they have developed their skills, how they have created their artwork, explaining the choices they have made, as well as looking at ways they would improve their work in the future.</p> <p>Children to reflect on skills from Year 5, and use their sketch books to further hone them, building into the development of their final piece.</p>	<p>Children continue working within their second sketch book.</p> <p>Sketch books are not marked by adults, instead children independently self and peer assess their work, evaluating what they have done well and focussing upon how they have developed their skills, how they have created their artwork, explaining the choices they have made, as well as looking at ways they would improve their work in the future.</p> <p>Children to reflect on skills from Year 5, and use their sketch books to further hone them, building into the development of their final piece.</p>
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<p>Printing – Children to use Polystyrene tiles/rollers to create a printed nature scene</p> <p>Sketching – Portraits - Children to explore proportion, size and form using guidelines and making more accurate observations prior to sketching. Children to use images and mirrors to focus upon what they are drawing and gain perspective i.e. explore shadow etc.</p> <p>Children to explore in greater detail different sketching/shading techniques from previous years i.e. cross hatching, smudging, dotting, directional shading, creating light and dark.</p> <p>Picasso – Children begin by accurately producing a piece of Picasso’s artwork, using the style of the artist and oil pastels, exploring the colour, style and form within their image. Children to then recreate the style of the artist using their own likeness, experimenting with their own features, colour and form.</p> <p>Sketching with pen – Children to explore making purposeful strokes and developing their confidence in drawing skills.</p>	<p>Sketching – Children to explore viewfinders to focus upon fine details of animals (from the Galapagos). Children to develop their use of directional shading, looking at using purposeful strokes to develop a life like image from the images they have studied.</p> <p>Sculpture – Mod Roc layered with card, to create a mask. Children to use card to build their layers/create a secure structure/add 3D features. Then children use Modroc to complete and smooth their design so that it is hard/ready to decorate with paints or mixed media depending on their design.</p> <p>Sketching with pen – Children to explore making purposeful strokes and developing their confidence in drawing skills.</p>	<p>Painting – Children to use watercolours to recreate the style of Karla Gerrard (Rivers Topic) Children to focus upon finer details, and how to create them using the paint or finer brushes etc. Year 6 children show greater awareness of the ratio of water/paint to create their image.</p> <p>Sketching with pen – Children to explore making purposeful strokes and developing their confidence in drawing skills.</p>
about great artists, architects and designers in history	Picasso – study the style and features of a Picasso portrait; copy a Picasso portrait and then create a self-portrait that is in the style of a Picasso.	Pen, Pencil, felts, charcoal, paint Dan Fenelon	Pencil, charcoal, paint – rivers – canvas?) Karla Gerrard
		To discover facts about the Maya Civilisation.	

PROGRESSION OF SKILLS

<p>To compare and contrast different periods of history – looking at society, technology, housing, etc.</p>		<p>Children to research and gather their own sources to investigate their period of study. They will be exposed to a range of resources, online, texts, primary sources etc. in order to allow children to develop their own research questions independently, taking into account reliability</p> <p>To consider similarities and differences between ancient religions and different religions today.</p> <p>Children will then be able to debate, discuss and explain their research/information they have found.</p>	
<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		<p>Children to research and gather their own sources to investigate their period of study. They will be exposed to a range of resources, online, texts, primary sources etc. in order to allow children to develop their own research questions independently, taking into account reliability.</p> <p>Children will then be able to debate, discuss and explain their research/information they have found.</p>	
<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children to be thoughtful of their selection of sources, and choose their own format to present their information. Children to include quotations, evidence, comparing and contrasting facts, to support their ideas/opinions.</p>	<p>Children to be thoughtful of their selection of sources, and choose their own format to present their information. Children to include quotations, evidence, comparing and contrasting facts, to support their ideas/opinions.</p>	
<p>They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles.</p>	<p>.Children to select their form of research and collect information independently, analysing the bias and reliability of a greater range of sources Children can then compare and contrast information they have found based upon its source (bias/proof of information)</p>	<p>Children to select their form of research and collect information independently, analysing the bias and reliability of a greater range of sources.</p>	
<p>Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		<p>Children can then compare and contrast information they have found based upon its source (bias/proof of information)</p>	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 		<p>To discover facts about the Maya Civilisation.</p> <p>To consider similarities and differences between ancient and modern history.</p> <p>To look at the characteristics of Maya gods and design your own.</p> <p>To look at the Maya number system.</p>	

PROGRESSION OF SKILLS

		<p>To find out what Maya people grew and ate.</p> <p>To locate the ancient Maya Cities.</p>	
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PROGRESSION OF SKILLS

Geography

Context	Down With Darwin: map work connected to the Voyage of the Beagle and physical geography of the Galapagos Islands.	Mighty Maya Map work on Central America (Mayan civilization) – physical geography and historical settlements.	Raging Rivers: chart the course of a river’s journey, from source to mouth
Aims	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.14 Geography – key stages 1 and 2 2 Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study 		
Key Vocabulary Y5	<p>8 compass points Tropics Natural resources Longitude Latitude Biomes Environment Tourism Economy</p>		
Key Vocabulary Y6	Archipelago Time zones		Deposition Sediment Meander Oxbow Lake Tributary Confluence Delta
National Curriculum	<p style="text-align: center;">Autumn Spring Summer</p>		
Locational knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Children to focus on main countries around the world and their capital cities on the route of the Beagle. Children to explore in detail, the human and physical geography of the Galapagos islands by researching independently and using different sources of evidence Children have the opportunity to use information/resources to plot a journey around the world for Charles Darwin. Using the information, children can independently decipher where he may have explored using higher level atlases/maps	Children to focus upon the countries of Central America	
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			Children to explore local physical geography characteristics such as the River Severn, plotting the journey from source to mouth. Learning/researching the journey of a river from source to mouth, including: <ul style="list-style-type: none"> upper course including waterfalls Middle course including meanders and flood plains Lower course including estuaries) River settlements in the UK – human geography OS map work Water Cycle Field study of local river (Cotwall End Nature Reserve)
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	Children have the opportunity to use information/resources to plot a journey around the world for Charles Darwin. Using the information, children can independently decipher where he may have explored using higher level atlases/maps.		

PROGRESSION OF SKILLS

Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Children to explore Prime/Greenwich Meridian and time zones (including day and night)		
Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Children to independently use resources to make comparison of the geographical differences between the UK and Galapagos islands. In their study, children will focus upon both the human and physical geography of each area.		
Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Children to independently use resources to make comparison of the geographical differences between the UK and Galapagos islands. In their study, children will focus upon both the human and physical geography of each area.		Children to use a range of resources, maps and atlases, to focus upon the formation and features of rivers. Children to complete an independent river study using resources they have chosen for themselves, exploring the human and physical geography. Children to explore local physical geography characteristics such as the River Severn, plotting the journey from source to mouth.
Geographical skills and fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Children independently use complex atlases to find information from all areas of the atlas such as climate, population, land use etc. Children also have the opportunity to use online resources such as Google Earth to plot/explore areas they have studied in finer detail.	Children independently use complex atlases to find information from all areas of the atlas such as climate, population, land use etc. Children also have the opportunity to use online resources such as Google Earth to plot/explore areas they have studied in finer detail.	As Above - Children to complete an independent river study using resources they have chosen for themselves, exploring the human and physical geography.
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Introduce children to the six figure grid reference, exploring local areas – linked to residential. Children to independently use the eight points of the compass when exploring maps/atlasses.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			Children independently use complex atlases to find information from all areas of the atlas such as climate, population, land use etc. Children also have the opportunity to use online resources such as Google Earth to plot/explore areas they have studied in finer detail.

PROGRESSION OF SKILLS

Design and Technology			
Context	<p>Down with Darwin T-shirt design</p> <p>Designs linked and based on Charles Darwin and previous learning through our topic (Down with Darwin). Designs will include links to Darwin's theory of evolution and his travels to the Galapagos Islands.</p>	Design an object that can 'light up' using an electricity circuit. Linked to Science Curriculum of Light and Electricity.	<p>Cooking – healthy snack/dessert</p> <p>Stand alone topic.</p>
Aims	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 		
Key Vocabulary	<p>Design</p> <p>Evaluate</p> <p>Reflect</p> <p>Investigate</p> <p>Prototype</p> <p>Market Research</p>	<p>Design</p> <p>Evaluate</p> <p>Connection</p> <p>Mechanism</p> <p>Reflect</p> <p>Investigate</p> <p>Electrical circuit</p> <p>Component</p> <p>Bulb</p> <p>Switch</p> <p>Current</p> <p>Connection</p> <p>Prototype</p> <p>Mechanism</p> <p>Saw</p> <p>Measure</p> <p>Motor Buzzer</p>	<p>Design</p> <p>Evaluate</p> <p>Reflect</p> <p>Investigate</p> <p>Seasonal</p> <p>Carbon footprint</p>
National Curriculum	Autumn	Spring	Summer
Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Children to complete independent research, from a range of sources, including talking to a small business owner (who prints their own t-shirts etc). Children to conduct market research, asking children from their own year group and others, to find out which of their designs are most popular for particular focus groups. Children also taught about copyright when researching their designs.	Children to complete independent research, from a range of sources. Look at products and how they are fit for purpose – structure, mobility, strength, etc	
Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Children to use their research to produce initial annotated designs linked to Down with Darwin topic, and describe what they like and what they don't, and how they can use the ideas in their designs: colours, images, fonts, layout. Children to use market research results to create final designs. Children are given the choice to use computer generated design or hand-drawn. All children to use Publisher to flip scanned in designs, in preparation for ironing onto t-shirts.	Children to use their research to produce initial annotated designs	
Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Children to use computer programs to print onto textiles.	Children to design a product which lights up in some way. Therefore, children have to use electrical equipment to independently create their circuit and make a switch to ensure the product works. Children will have to measure accurately and make informed choices about their product to complete their design.	
Make select from and use a wider range of materials and components, including construction materials, textiles and	Textiles – Children will be required to use T shirts, Publisher, transfer paper and an iron.	'Light up' Product – Children have to independent design choice. They therefore need to ensure the materials they chose were suitable and stable enough for use depending on the product they have chosen to create. i.e. a lighthouse may need to be taller to be	

PROGRESSION OF SKILLS

ingredients, according to their functional properties and aesthetic qualities		seen from a distance etc. Also the children will be required to use electrical components.	
Evaluate investigate and analyse a range of existing products	Children to independently research online to look at examples i.e. font, colours logos etc. in preparation for their design. Children visited by an adult who has their own business to answer the children's questions in preparation for design. Children to discuss purposes of the products whilst researching.	Children to independently research online to look at examples with objects that light up/ have a sound and light up/ use switches etc Children to discuss purposes of the products whilst researching.	
Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Children to complete market research prior to making to help them create their final design based on the feedback. Children to peer evaluate and evaluate their work independently.	Children will be required to evaluate as they work, making changes and solve problems independently as they arise. Children to peer evaluate and evaluate their work independently	
Evaluate understand how key events and individuals in design and technology have helped shape the world		Thomas Edison – light bulb Ami Argand - lamps	
Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Children to investigate which material they feel is most suitable for the purpose they have chosen – as they work – and adjust where needed.	
Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Electrical Circuits – with possibility of motors, buzzers and switches.	
Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Electrical Circuits – children design their own product.	
Technical knowledge apply their understanding of computing to program, monitor and control their products.	Children to apply Publisher to ensure they design in ready to create.		
Cooking Nutrition understand and apply the principles of a healthy and varied diet			Look at the vitamins and minerals included in their dessert ingredients. Links to science (healthy eating/lifestyle)
Cooking Nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			Healthy desert: independently to cut, slice and measure ingredients to create a healthy dessert. Children to also focus on presentation in their cooking.
Cooking Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			Healthy, layered dessert: seasonal fruits used and look at where their food comes from. Use school strawberries if able. Look at bought fruit and map where they came from (include discussions of carbon footprints and costs).

PROGRESSION OF SKILLS

Computing					
	Autumn		Spring	Summer	
Context	Digital Literacy: PowerPoint based on location on Darwin's voyage.	Digital Art: Bomomo (stand alone)	E-Safety: Reliable websites (link to PSHE curriculum) How do we know if a website is trustworthy? Use tree octopus as an example. Misinformation vs disinformation. What are the dangers and how can we spot an unreliable source. CODING: SCRATCH Making Games in Scratch (stand alone)	Teams: children to work collaboratively on shared documents linked to Rivers topic (research and present on a chosen river of the world).	
Aims	The national curriculum for computing aims to ensure that all pupils: <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. 				
Key Vocabulary			Scratch: sprite, backdrop, animate, blocks, virtual, command, sequence, select, repeat, control, debug E-safety: Misinformation, disinformation		
National Curriculum	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			Children to use Scratch coding (new form of block coding) – they will learn skills through the tutorial videos and then design and create their own Scratch game. Skills will include and add on to previous years' learning, e.g.: moving and controlling objects, backdrops, sprites, variables, adding sound, animations, looping/repeating, use of random, use of if... then... commands.		
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output			Children to control and move sprites and backdrops in Scratch. Children to use repetition and random to control objects in their program. Children to use if...then... commands Children to choose which to use as needed in their game design.		
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			Children to create their own programming, using what they have learnt in Scratch (including the tutorials) to fix and debug problems.		
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration				Children to edit a document and then save it onto Teams, as their own copy. Children to create a collaborative piece of work using Teams.	
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	(Taught through topic/English lessons) Children search independently on the Internet (linked to topic) for information. Children to create a more focussed search, using more precise language and search filters.		Children to look at websites (URLs) to consider reliability of the information. (Taught through topic/English lessons) Children search independently on the Internet (linked to topic) for information. Children to create a more focussed search, using more precise language and search filters.	(Taught through topic/English lessons) Children search independently on the Internet (linked to topic) for information. Children to create a more focussed search, using more precise language and search filters.	

PROGRESSION OF SKILLS

<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>To use PowerPoint Tools:</p> <ul style="list-style-type: none"> • Choose appropriate animations and slide transitions to add impact or emphasis to their work • Use gridlines to organise images and text on slides • Fuller use of shortcuts, menus and tools to create more sophisticated presentations • Format objects to move and manipulate their appearance • Add sound and audio recordings 	<p>Digital art: use online website to create expressive, abstract art.</p> <p>(DT t-shirts) Publisher skills: children to manipulate images and text to alter size and position.</p> <p>Flip images and text.</p>		
<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>Children to learn about reliability of websites – how do we know if a website is reliable (Tree Octopus). Children to learn about misinformation vs disinformation. Children to learn about what are dangers and how can we spot an unreliable source?</p> <p>Children to learn about privacy settings and how to block or report users/content on various apps or websites.</p>		

PROGRESSION OF SKILLS

Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Evolution and Inheritance	Living Things and their Habitats	Animals including Humans	Light	Electricity	Scientist and Inventors
Aims	<p>Aims The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 					
Key Vocabulary						
Skills and Knowledge	<p>Inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. Inheritance/inherited traits and how that leads to variation</p> <p>Adaptation Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. key ideas and scientists lined to evolution plant and animal adaptations</p> <p>Theory of Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.</p> <p>Evidence for Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the</p>	<p>Curious Creatures To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals by finding out the system for classification.</p> <p>Microorganisms To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including microorganisms, plants and animals.</p> <p>More about Microorganisms To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>categorising plants, animals and micro-organisms by observable features Look at formal Linear system for grouping animals mould experiment</p>	<p>The Circulatory System: Parts To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram. .</p> <p>The Circulatory System: Functions To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work.</p> <p>Transporting Water and Nutrients To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.</p> <p>Healthy Lifestyle To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle.</p> <p>Exercise Investigation To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.</p>	<p>How We See To recognise that light appears to travel in straight lines by creating a model of light travelling. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a model of light travelling. To 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 by creating a light documentary.</p> <p>Reflecting Light To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a periscope and explaining how it works.</p> <p>Refraction To recognise that light appears to travel in straight lines by investigating refraction.</p> <p>Spectacular Spectrum To recognise that light appears to travel in straight lines by exploring prisms and creating colour wheels.</p> <p>Seeing Colours To use the idea that light travels in straight lines to explain that objects</p>	<p>It's Electrifying Identifying scientific evidence that has been used to support refute ideas or arguments in context of major discoveries made by scientists in the fields of electricity.</p> <p>Circuit Symbols Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effects of different volts in a circuit.</p> <p>Volts Associate brightness of a lamp or the volume of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effects of different volts in a circuit.</p> <p>Electricity Investigation (Part 1) Compare and give reasons for variation in how component functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary by investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers.</p> <p>Electricity Investigation (Part 2) Compare and give reasons for variation in how component functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys,</p>	<p>Stephen Hawking To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of Stephen Hawking and his findings on black holes.</p> <p>Libbie Hyman To give reasons for classifying plants and animals based on specific characteristics in the context of Libbie Hyman's work on classifying vertebrates and invertebrates.</p> <p>The DNA Race To identify scientific evidence that has been used to support or refute ideas or arguments in the context of the race to discover the structure of DNA.</p> <p>Alexander Fleming To record data using scatter graphs in the context of Fleming's discovery of penicillin.</p> <p>Mary Leakey To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of Mary Leakey's fossil findings in the Olduvai Gorge.</p> <p>Steve Jobs To use recognised symbols when representing a simple circuit in a diagram in the context of the invention of Apple computers and the life of Steve Jobs.</p>

PROGRESSION OF SKILLS

	<p>evolution of plants and animals.</p> <p>Evidence for Evolution: Humans Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.</p> <p>Adaptation, Evolution and Human Intervention Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.</p> <p>Study of Darwin and the Beagle – scientific exploration of the Galapagos Islands Including watching David Attenborough’s fascinating documentary) Whale evolution Mary Anning What are fossils and what do they</p>		<p>To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.</p> <p>Impact of Drugs and Alcohol To recognise the impact of drugs on the way their bodies function in the context of drugs and alcohol. To identify scientific evidence that has been used to support or refute ideas or arguments in the context of changing attitudes to smoking.</p>	<p>are seen because they give out or reflect light into the eye by investigating how we see colours. To 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 by investigating how we see colours.</p> <p>Shadow Theatre To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them by performing a shadow puppet show about Isaac Newton. To identify scientific evidence that has been used to support or refute ideas or arguments by performing a shadow puppet show about Isaac Newton.</p>	<p>tables, scatter graphs, bar and line graphs. Reporting and presenting finding from enquires, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations by conducting an investigation, presenting and report findings on the effect of wire length on the brightness of bulbs or the loudness of buzzers.</p>	
<p>National Curriculum</p>	<p>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</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>describe the changes as humans develop to old age</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers</p>	

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	<p>and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	
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