Long Term Planning Hornby CE School - Juniors Cycle D (2024-2025)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Enquiry Question** | War – What is it good for? | What is the physical landscape of the UK like and how can maps help us find out more? | If life was so bad for people in the towns, why did people leave the countryside? | What is the same and what is different about North America and UK? | Compare Hornby from the past to the Hornby of today | How do rivers start and where do they go? |
| **Enrichment** | Lancaster museum/talk | Climbing wall trip/ Mountain fell trek | Victorian museum tour | Athletics | Guest speakers | Steam railway trip  Haverthwaite |
| **Reading for enjoyment** | Lion and the Unicorn  Goodnight Mr Tom | The Accidental Diary of B.U.G by Jen Carney | (5/6) Gaslight by E. Williams  (3/4) Street Child by B Doherty | Just call me Spaghetti hoop boy by Lara Williamson (3/4)  Wonder (5/6) | The boy who made everyone laugh by Helen Rutter (5/6)  Planet Omar (3/4) | Journey to the River sea by Eva Ibbotson |
| **English**  **Year 3 4** | Poetry: Classic  Discussion  Novel on a theme | | Explanations  Poems on a theme  Issues and dilemmas | | Films and play scripts  Poems with a structure  Mystery | |
| **English**  **Year 5 6** | Older literature/Classic fiction  Classic poetry  Diaries | | Information texts  Poetry on a theme  Stories with Flashbacks | | Short Stories - spooky  Arguments  Haiku poems | |
| **Maths Year 3 and 4** | Place Value  Addition and Subtraction | Multiplication and Division | Multiplication and Division  Measure: Length and Perimeter | Fractions  Decimals | Measure: Mass and Capacity  Money  Shape: Symmetry, Position  Time | Statistics  Properties of Shape |
| **Maths Year 5 and 6** | Place Value  Addition and Subtraction  Measure: converting units  Perimeter | Multiplication and Division  Properties of number  Area  Statistics | Fractions  Statistics  Volume  Ratio and Proportion (Year 6 booster) | Fractions and Decimals  Angles  Algebra (Year 6 booster) | Decimals and Percentages  Position and direction  Properties of shape | Decimals  Themed projects and consolidation |
| **Science**  **Year 3 4** | **Rocks (Y3)**  Compare and group together different types of rocks on the basis of their appearance and simple physical properties.  Recognise that soils are made from rocks and organic matter.  Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | **Sound**  Know that sounds are produced when objects vibrate  Suggest ways of changing the pitch and loudness of a sound made by a musical instrument  Know that sound can travel through solids, water and air  Make predictions and explain them  Suggest ways of investigating how well sound travels through different materials and say how good my evidence is | **Living things and their habitat**  Recognise that living things can be grouped in a variety of ways.  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Recognise that environments can change and that this can sometimes pose dangers to living things | **Plants (with a focus on their life-cycles)**  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Seeds are formed as a result of fertilisation.  Many flowers produce fruits which protect the seed and/or aid seed dispersal.  Seed dispersal, by a variety of methods, helps ensure that new plants survive.  To observe the different stages of plant cycles over a period of time. | **Plants (focus on their needs)**  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Investigate the way in which water is transported within plants.  Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.  Nutrients (not food) are taken in through the roots.  Stems provide support and enable the plant to grow towards the light.  Plants make their own food in the leaves using energy from the sun.  Flowers attract insects to aid pollination.  To identify the different parts of a plant and explain their functions. | **Electricity**  Identify common appliances that run on electricity.  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  Recognise some common conductors and insulators, and associate metals with being good conductors |
| **Science**  **Year 5 6** | **Evolution and Inheritance**  Explain why parents and offspring look different.  Explain simply how things change and evolve over time.  Recognise the time scales involved in evolution.  Explain how evidence can be used to support ideas.  Explain what their results might mean.  Make and present detailed observations.  Decide if they agree with other people’s test results.  Weigh up different theories and decide which has the strongest evidence.  Find some evidence to support a theory about why dinosaurs became extinct.  Use their results to make predictions and suggest further tests. | **Living things and their habitat (Y5)**  Name and explain the functions of parts of a flower  Describe the process of pollution, fertilisation, seed dispersal and germination  Explain why living things need to reproduce if the species is to survive  Recognise the stages in the growth and development of humans  Plan, carry out and explain how to carry out a fair test  Use my observations and results to draw conclusions | **Life-cycles**  To observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).  To ask pertinent questions.  To suggest reasons for similarities & differences.  To try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.  To observe changes in an animal over a period of time (for example, by hatching and rearing chicks).  To compare how different animals reproduce and grow  To explain how plants reproduce.  To explain how new plants can be grown from cuttings and bulbs**.** | **Forces**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity).  Gravity can act without direct contact between the Earth and an object.  Friction, air resistance and water resistance are forces which slow down moving objects.  Friction, air resistance and water resistance can be useful or unwanted.  The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.  More than one force can act on an object simultaneously (either reinforcing or opposing each other). | **Materials**  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.  To observe and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. | **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  Use recognised symbols when representing a simple circuit in a diagram.  Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will ‘work’. |
| **History** | **World War Two -Battle of Britain**  Explain why World War II began, know the main  counties involved and order key events on a timeline.  describe how people on the home front contributed  to the war effort during World War II.  Understand the roles and responsibilities of the armed  forces during World War II.  Discuss events of the Battle of Britain and explain  why it was a turning point in the war.  Explain what people did for entertainment during  wartime Britain.  Explain how and why World War II events are  commemorated and plan a commemorative event of my  own. |  | **The Victorians (Development of the railways)**  Describe some benefits of the growth of the railway network in Great Britain.  Name some important individuals, famous locomotives and early railway lines.  describe how and why the railway network in Britain grew and changed over time.  Find out about and debate the positive and negative impact of the first railways on different aspects of society. |  | **Local History Hornby**  Year3 / 4:  To use some words such as century and decade.  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past in Hornby.  I can describe what I know clearly in writing, drawing, role-play and speaking  Year 5 / 6:  Describe specific features of past societies and periods in Hornby.  I can make some links between past societies and periods  I can combine sources and information to form my opinion  I can select and organise information to produce clearly structured work, making accurate use of dates and terms related to the history of Hornby. |  |
| **Geography** |  | **The Geography of the UK**  Explain how water and weather can change the landscape.  Understand how coastal features are formed.  Identify coastal features of the UK  understand how coastal features are formed.  identify coastal features of the UK.  explain how the make-up of the United Kingdom has changed over time.  explain how the international borders of Europe have changed over time.  explain how and why landscapes change over time (Malham Cove)  predict how physical factors might change the landscape in the future.  identify coastal features of the UK. |  | **South American study - incl the Amazon Rainforest (focus on physical features and its impact on life)**  locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions (The Rainforest), key physical and human characteristics  Recap - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the  Arctic and Antarctic Circles  understand geographical similarities and differences through the study of human and physical geography of  region within South America  describe and understand key aspects of Physical geography and people who live there.  use maps, atlases, globes and digital/computer mapping to locate  and describe features studied  Year 3 / 4  To show a developing understanding of the Amazon rainforest.  To know and explain some of the physical and human features of the rainforest.  To be aware that different places may have similarities and differences that influence the lives of people.  To offer simple reasons for their observations about places and environments.  To be able to describe the physical  features of different localities offering explanations for some of those features.  To use skills and sources of evidence to respond to a range of geographical questions about the rainforest |  | **Local Geography Hornby – rivers**  Year 3 / 4  To show a developing understanding of rivers.  To know and explain some of the physical and human features of rivers.  To be aware that different places may have similarities and differences that influence the lives of people.  To offer simple reasons for their observations about places and environments.  To look at the local area and compare between different scales. (1:50,000 scale)  To identify the rivers around Hornby.  Year 5 and 6  To know and understand aspects of geography in the UK (Hornby)  To recognise and describe the physical and human features of places.  To begin to understand how physical and human features can change the features of places and how these changes affect the lives of people living there. |
| **D&T** |  | Habitat Textiles- free form rock pool embroidery by Charlotte Wardner- End product small cushion  YEAR 3 & 4  Prototype a product using J cloths  Join fabrics using running stitch, over sewing, back stitch  Explore fastenings and recreate some e.g. sew on buttons and make loops  Use appropriate decoration techniques e.g. appliqué (glued or simple stitches)  YEAR 5 & 6  Prototype a product using J cloths  Join fabrics using running stitch, over sewing, back stitch  Create 3D products using pattern pieces and seam allowance  Decorate textiles appropriately often before joining components  Pin and tack fabric pieces together  Join fabrics using over sewing, back stitch, blanket stitch or machine stitching under close supervision  Combine fabrics to create more useful properties. | Food tech – Victorian food  Year 3 / 4  Develop sensory vocabulary/knowledge using, smell, taste, texture and feel  Analyse the taste, texture, smell and appearance of a range of foods  Follow instructions  Make healthy eating choices from and understanding of a balanced diet  Join and combine a range of ingredients e.g. snack foods  Work safely and hygienically  Measure and weigh ingredients appropriately  Year 5/ 6  Prepare food products considering the properties of ingredients and sensory characteristics  Select and prepare foods for a particular purpose  Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.  Weigh and measure using scales.  Cut and shape ingredients using appropriate tools and equipment e.g. grating  Join and combine food ingredients appropriately e.g. beating, rubbing in  Decorate appropriately  Show awareness of a healthy diet from an understanding of a balanced diet. | Volcanoes (Construction)  Year3 / 4  Investigate similar products to the one to be made to give starting points for a design  Draw/sketch products to help analyse and understand how products are made  Prototype a volcanoe frame and shell structures  Make structures more stable by giving them a wide base  Use glue gun with close supervision (one to one)  Plan a sequence of actions to make a product  Year 5 / 6  Investigate products/images to collect ideas  Develop one idea in depth  Make a volcanoe prototype  Join materials using appropriate methods  Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms  Use glue gun with close supervision |  |  |
| **Art** | Painting- Poster Government campaigns  LKS2:  Mix and use tints and shades  Use more specific colour language  Colour  Mix colours and know which primary colours make secondary colours  Create different effects and textures with paint according to what they need for the task.  Work on a range of scales e.g. thin brush on small picture etc.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  UKS2:  Develop a painting from a drawing  Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  Colour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours |  |  |  | Printing -plants / pattern (Rosalind Monks)  Printing:  Year 3 / 4  Create printing blocks using a relief or impressed method  Create repeating patterns of plants / leaves  Print with two colour overlays  Year 5 / 6  Create printing blocks by simplifying an initial sketch book idea  Use relief or impressed method  Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints | Drawing-rivers  YEAR 3 & 4  Use sketchbooks to collect and record visual information from different sources.  Draw for a sustained period of time at an appropriate level.  YEAR 5 & 6  Use a sketchbook to collect and develop ideas  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Use different techniques for different purposes i.e. shading, hatching within their own work. |
| **RE**  Indicates objectives which should be achieved by the end Of KS2 | **4.3 - Jesus**  Know that Christians believe Jesus is the son of God and he was both man and God.  Know that Christians believe Jesus has power and authority from God over every aspect of creation, life and death.  Know that there are people who have stood up and spoken out against authorities in situations of injustice and understand why.  Know that the Jewish holy day is Shabbat and understand the many traditions and rules associated with Shabbat.  Understand how stories from the Bible reveal what Christians believe about Jesus. | **3.2 - Christmas**  Know that Christians believe Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us.  Know that Christians believe God is with them through his Son, Jesus, and the Holy Spirit.  Understand that Christians believe that the presence of God changes their lives.  Make links between their own experiences and the experiences of others.  Retell stories about the presence of Jesus changing people’s lives.  Describe the ways in which the actions of Christians show Jesus’ presence in the world.  Ask good questions about religious beliefs. | **5.5 Old Testament Women**  Know that there are significant women in the Bible who made incredible choices that have an impact on God’s Big Story.  Know that Purim is a Jewish festival celebrating the actions of Esther and how God used her to save the Jewish people.  Understand that sometimes people of faith face great challenges and remain true to their faith.  Make links between their own values and the values of others (i.e. the women in the Bible)  Use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible.  Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.  Reflect on the lives of the women in the Bible and describe the features that inspire them. | **6.4 Easter**  Know that Jesus is given a variety of names to describe his character and purpose.  Understand that there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation.  Know that Christians believe Jesus was/is the Messiah and what that means.  Express their own and the opinion of others in response to the question ‘Who was Jesus?’  Use appropriate religious vocabulary to show they understand Christian beliefs about Jesus.  Ask relevant questions in order to discover the answer to the question ‘Who was Jesus’.  Use the Bible as a source to discover the answer to the question ‘Who was Jesus’ | **6.3 – The Eucharist**  Know that Christians celebrate the Eucharist and why this is important.  Make links between the Eucharist, the Last Supper and the Passover.  Know there is important symbolism associated with the Eucharist that explains Christian beliefs.  Know that Christians celebrate the Eucharist and why this is important.  Use religious vocabulary to show understanding of why Christians celebrate the Eucharist.  Identify similarities and differences within and between the way Christian denominations celebrate the Eucharist.  Ask thoughtful questions about the words and actions of the Eucharist service.  Talk about the way in which the Eucharist service answers questions about Christian beliefs.  Explain what the words remembrance, holy sacrifice, mercy, salvation and faith mean in Christianity and in their own lives.  Suggest reasons for the similarities and differences between denominations. | **3.5 – Rules for living**  Know that all world faiths have rules to follow and the impact these rules have on believer’s lives.  Discus rules that they follow and express their ideas about rules.  Make links between beliefs and behaviour.  Know that Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai and that these are the foundation of Judaism and Christianity.  Muslims follow the Qur’an.  Identify the impact the 5 Pillars of Islam have on a Muslim way of life.  Buddhists try to follow the teachings of Buddha.  Identify the Sikh 5 Ks and know that Sikhs wear them as a sign of their commitment to God.  Be aware that some people choose not to follow any specific set of religious rules.  Understand the effects of rules and ask good questions about religious rules.  Recognise similarities and differences within and between religions.  Make the connection between the Christian concept of *The Fall* and the consequential need for rules. |
| **Computing**  **Year 3 4** | Teach computing Stem programme  Computing systems and networks  Explain how digital devices function  Identify input and output devices  Recognise how digital devices can change the way we work  Explain how a computer network can be used to share information  Explore how digital devices can be connected  Recognise the physical components of a network. | Programming - Sequence in Music  To explore a new programming environment  To identify that commands have an outcome  To explain that a program has a start  To recognise that a sequence of commands can have an order  To change the appearance of my project  To create a project from a task description | Creating Media – Desktop publishing  Choose appropriate page settings  To recognise how text and images convey information  To recognise that text and layout can be edited  To consider how different layouts can suit different purposes  Consider the benefits of desktop publishing | Branching databases  To develop their understanding of what a branching database is and how to create one.  To create a branching database  To select objects to arrange in a branching database  Recognise how to group objects using my own yes/no questions  Understand how to test my branching database to see if it works | Creating Media / Animation  To explore how digital devices can be connected  Recognise the physical components of a network  To explain that animation is a sequence of drawings or photographs  To relate animated movement with a sequence of images  To plan an animation  Identify the need to work consistently and carefully | Programming - Events and Actions  To explain how a sprite moves in an existing project  To create a program to move a sprite in four directions  Adapt a program to a new context  To develop my program by adding features  To identify and fix bugs in a program  Design and create a maze-based challenge |
| **Computing**  **Year 5 6** | Computing systems and networks: sharing information  Explain that computers can be connected together to form systems.  Recognise the role of computer systems in our lives.  Use the web to search for and answer questions.  Describe how search engines select results.  Explain how search results are ranked.  Recognise why the order of results is important, and to whom. | Programming A: selection in physical computing  Control a simple circuit.  Write a program that includes count-controlled loops.  Explain that a loop can stop when a condition is met.  Explain that a loop can be used to repeatedly check whether a condition has been met.  Design a physical project that includes selection.  Create a program that controls a physical computing project  Implement my algorithm as code | Creating media: video editing  Explain what makes a video effective.  Use a digital device to record video.  Capture video using a range of techniques.  Create a storyboard.  Identify that video can be improved through reshooting and editing.  Consider the impact of their choices made when making and sharing videos. | Data & Information: flat-file databases  To use a form to record information  To compare paper and computer-based databases  To outline how grouping and then sorting data allows us to answer questions  To explain that tools can be used to select specific data  To explain that computer programs can be used to compare data visually  To apply my knowledge of a database to ask and answer real-world questions | Creating media: vector drawing  Identify that drawing tools can be used to produce different outcomes.  Create a vector drawing by combining shapes.  Use tools to achieve a desired effect.  Recognise that vector drawings consist of layers.  Group objects to make them easier to work with.  Apply what I have learned about vector drawings | Programming B: selection in quizzes  Explain how selection is used in computer programs.  Relate that a conditional statement connects a condition to an outcome.  Explain how selection directs the flow of a program.  Design a program that uses selection.  Create a program that uses selection.  Evaluate my program. |
| **PSHE** | **Relationships**  Identify qualities of friendships and suggest why friends sometimes fall out – how can these issues be resolved?  Give examples of strategies to respond to being bullied.  Understand where pressure to behave in an unacceptable manner might come from.  Demonstrate a range of feelings through their body language/facial expressions.  Recognise that feelings towards others can change once you have more information.  Understand that online communication can be misinterpreted.  Accept that respectful behaviour is essential when communicating online.  Describe ways in which people show their commitment to each other.  Know the ages at which a person can marry.  Recognise that some types of physical contact can produce strong negative feelings.  Know that some inappropriate touch is illegal. | **Rights and Responsibilities**  Understand that people earn their income through their jobs and that the amount they get paid is due to a range of factors (skill, experience, training, responsibility etc.)  Understand the ways that various environmental organisations help take care of the environment and explain the value of this work.  Understand the terms ‘income tax’, ‘VAT’ and National Insurance.  Understand how a payslip is laid out.  Prioritise public services from most to least essential.  Define the terms ‘loan’, ‘credit’, ‘debt’ and ‘interest’.  Suggest advice for a range of situations involving personal finance.  Understand that local councillors are elected to represent their local communities. Explain some areas that local councils have responsibility for.  Explain what is meant by living in an environmentally sustainable way and the actions we could take to live more sustainably. | **Valuing Difference**  Explain some of the reasons why people are bullied and explore why people have prejudiced views.  List some of the ways in which people are different to each other.  Define *respect* and demonstrate ways of showing respect to others' differences.  Understand and identify stereotypes, including those promoted in the media.  Understand that the information we see online, either text or images, is not always true or accurate;  Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;  Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.  Explain the difference between a friend and an acquaintance;  Describe qualities of a strong, positive friendship.  Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).  Understand how the media can sometimes reinforce gender stereotypes;  Recognise that people fall into a wide range of what is seen as normal.  Challenge stereotypical gender portrayals of people. | **Being My Best**  Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);  Describe how food, water and air get into the body and blood.  Explain some of the different talents and skills that people have and how skills are developed;  Recognise their own skills and those of other children in the class.  Define what is meant by the word 'community';  Suggest ways in which different people support the school community;  Identify qualities and attributes of people who support the school community.  Identify people who are responsible for helping them stay healthy and safe and how they can help those people.  Describe 'star' qualities of celebrities as portrayed by the media;  Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;  Describe 'star' qualities that 'ordinary' people have.  Basic first aid awareness (common injuries, including head injuries and Sepsis) and how to make a n efficient call to the emergency services. | **Keeping Myself Safe**  Understand that medicines are drugs and suggest ways that they can be helpful or harmful.  Describe stages of identifying, managing risk and suggest people who they can ask for help in managing risk.  Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks.  Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.  Understand some of the complexities of categorising drugs.  Know that all medicines are drugs but not all drugs are medicines.  Understand ways in which medicines can be helpful or harmful. | **Growing and Changing**  Know the key facts of the menstrual cycle.  Understand that periods are a normal part of puberty for girls and how to cope with them.  Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.  Recognise how different surprises and secrets might make them feel.  Know who they could ask for help if a secret made them feel uncomfortable or unsafe.  Identify situations where someone might need to break a confidence in order to keep someone safe.  Recognise how our body feels when we’re relaxed and how this is different when we feel nervous/sad.  Describe and/or demonstrate how to be resilient in order to find someone who will listen.  Identify the changes that happen through puberty to allow sexual reproduction to occur;  Know a variety of ways in which the sperm can fertilise the egg to create a baby;  Know the legal age of consent and what it means. |
| **French** | **KS2 - German**  Listen attentively and show understanding by joining in and responding.  Listen for specific words and phrases.  Perform communicative tasks using words, phrases and short sentences.  Respond to written language from a range of sources.  Experiment with the writing of simple words.  Grammar: Nouns, personal pronouns and question words. | **LKS2 – All About Me**  Listen attentively and understand by joining in and responding.  Appreciate stories, songs, and poems in the language.  Read and understand a range of familiar words and written phrases.  Read some familiar words and phrases aloud and pronounce them accurately.  Write simple words and phrases using a model.  Begin to use a dictionary to look words up and find meaning.  Grammar: Definite and indefinite articles, and recognise different word classes.  **UKS2 – All About Ourselves**  Listen attentively to spoken language and show understanding by joining in and responding.  To speak in sentences, using familiar vocabulary, phrases, and language structures.  To describe people, places, things, and actions orally and in writing in context.  Grammar; Personal pronouns and conjugate regular high frequency verbs. | **LKS2 – Where in the world?**  Listen attentively and understand instructions.  Listen for specific words and phrases.  Perform simple communicative tasks using single words, phrases and  short sentences.  Recognise some familiar words in written form.  Read and understand a range of familiar written phrases.  Write some phrases from memory.  Apply knowledge of language rules and conventions when building short sentences.  **UKS2 – This is France**  Write phrases from memory and adapt these to make new sentences.  Speak with increasing fluency.  Initiate and sustain conversation.  Express ideas clearly.  To write words, short phrases, and short sentences, using a reference.  Using present and/or imperfect tense and the correct form of adjective. | **LKS2 – Café**  Listen attentively and show understanding by joining in and responding.  Listen for specific words and phrases.  Recognise questions and negatives and politeness conventions.  Ask and answer questions.  Read some familiar words and phrases aloud and pronounce them accurately.  Write simple words and phrases using a model.  Grammar: Singular and plural forms. Question words. Develop an awareness of word order.  **UKS2 – Café**  Understand longer and more complex phrases / sentences.  Pick out main details from a conversation or passage.  Speak in sentences using familiar vocabulary, phrases and basic language structures.  Read and understand the main points and some detail from a short written passage.  Write sentences on a range of topics using a model.  Grammar: À + definite article. De + definite article. Pronouns, adjectives and nouns.    . | **LKS2 – Friends and Family**  Memorise language and present ideas and information.  Make links between some  phonemes, rhymes and spellings.  Imitate pronunciation and intonation so that others can understand.  Write some phrases from memory.  Read and understand a range of familiar written phrases.  Follow a short familiar text listening and reading at the same time.  Grammar: Recognise and use high frequency  verbs.  **UKS2 – Friends and Family**  Apply phonic knowledge of the foreign language in order to decode text.  Speak with increasing fluency.  Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation.  Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts.  To write words, short phrases and short sentences, using a reference.  Grammar: Personal pronouns. Develop an awareness of verb patterns. Begin to use adjectival agreements with accuracy. | **LKS2 – Holiday and Hobbies**  Speak in sentences with increased confidence using learnt language structures.  Ask and answer questions.  Take part in a role play.  Write simple words and phrases using a model.  Grammar: using adjectives to describe nouns and singular and plural forms.  **UKS2 – Going on holiday**  Understand and express simple opinions.  Speak with increasing spontaneity.  Read carefully and show understanding of words, phrases and simple writing.  Write words, short phrases and short sentences using a reference.  Grammar: use of preposition and begin to use adjectival agreements with accuracy. |
| **Music** | **Art and Music – A Bao A Qu (BBC 10 Pieces)**  Create art-work, poetry and music inspired by a pieces of orchestral music.  Listen and reflect on an orchestral piece.  Perform as an ensemble using voices and musical instruments.  Improvise and compose music for a range of purposes using the interrelated dimensions of music.  Select appropriate instruments.  Play musical instruments with increasing accuracy, fluency, control and expression. | **Song and Dance – Folk (Line dancing, BBC 10 Pieces Hoe Down – Aaron Copland)**  Listen and reflect on a piece of orchestral music.  Improvise and compose their own pieces of music using the interrelated dimensions of music.  Compose and notate a call and response melody.  Compose and notate an ostinato rhythm.  Play and perform in ensemble contexts, using their voices and playing musical instruments.  Learn musical language appropriate to the task | **World Music – Europe – BBC 10 Pieces – Overture - Grazyna Bacewicz and Carmen - George Bizet**  Listen to and reflect on a piece of orchestral music.  Copy simple rhythms with percussion instruments.  Layer simple rhythms with percussion instruments.  Invent their own musical motifs and structure them into a piece (using the interrelated dimensions of music).  Perform as an ensemble.  Use musical language appropriate to the task.  Create a graphic score. | **Rhythm Skills – Minimalism - BBC 10 Pieces – Music from 18 musicians – Steve Reich; Ride in a fast machine – John Adams**  Listen and reflect on a piece of orchestral music.  Make and expand ostinato rhythms.  Create a piece of music using instruments and voice, using the interrelated dimensions of music.  Perform as an ensemble.  Learn musical language appropriate to the task. | **Recorder**  Play and perform the recorder in solo and ensemble contexts.  Play the recorder with increased accuracy, fluency, expression and control.  Practice, rehearse and present performances with an awareness for the audience.  Use and understand staff notation.  Recognise *metres (grouping of beats) of 3 and 4, and changes of metre.*  Recognise the difference between the verse/refrain and the chorus of a song.  Differentiate between the contrasting sections of a song.  Improvise and compose melodic patterns  Be aware of how the mood of the piece is affected by changes in dynamics and tempo. | **Playing and Singing – End of year song – Have it all (Jason Mraz)**  Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitch.  Play and perform in solo and ensemble contexts.  Play tuned/untuned instruments with increasing accuracy, fluency, control, expression and rhythmic accuracy.  Improvise and develop rhythmic and melodic material in preparation for a performance.  Indicate the pulse whilst singing including moments of silence.  Use instruments to keep a steady beat whilst accompanying other parts.  Perform simple melody patterns.  Demonstrate an understanding of tempo and dynamics when performing and composing pieces of music. |
| **PE** | Gymnastics  swimming | Football (MFC)  swimming | Dance  swimming | Games  swimming | Fielding/Invasion games  swimming | Athletics  swimming |