



2-year Curriculum Map UKS2

Cycle A

Theme	Identity and Diversity		Peace and Conflict		Social Justice		Environment		Our Heritage and The World and Beyond	
Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer	
Book Link	The Golden Horsemen of Baghdad. 	Who Let The Gods Out? 	I Am Malala 	The Tin Forest 	Treason 					
Writing	<u>Fiction</u> Entertain - Short Story	<u>Non-Fiction</u> Recount – letter	<u>Fiction</u> Entertain – poetry (friendship week)	<u>Non-Fiction</u> Persuasion – speech	<u>Fiction</u> Entertain - flashback	<u>Non-Fiction</u> Inform – biography Discuss – balanced argument	<u>Fiction</u> Entertain – comparative settings	<u>Non-Fiction</u> Inform – non-chronological report To instruct – instructions	<u>Fiction</u> Entertain – Story opening Entertain – Dialogue	<u>Non-Fiction</u> Discuss – newspaper report Recount – diary
Science	<b>Forces</b> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. - Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.			<b>Evolution and Inheritance</b> Know about evolution and can explain what it is. - Know how fossils can be used to find out about the past. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. <b>Living things and their habitats</b> Know the life cycle of different living things, e.g. mammal, amphibian, insect bird. - Know the differences between different life cycles. - Know the process of reproduction in plants Classify living things into broad groups according to observable characteristics and based on similarities and differences. - Give reasons for classifying				<b>Earth and Space</b> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		

			plants and animals based on specific characteristics		
History	<b>What happened during the rise and fall of the early Islamic civilization?</b> NC - 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	<b>What was life like in Ancient Greece?</b> NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world			<b>What impact did the Tudors have on my life?</b> NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography		<b>Where is Greece?</b> NC - locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		<b>I'm a Heath Primary pupil, can you get me out of here?</b> NC - 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	
Art and Design	<u>Collage</u>  to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		<u>Activism</u>  about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		<u>Tudor Portraits</u>  to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
D&T		<u>Mechanisms</u> <u>Pulleys</u>  <u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u>		<u>Structure</u> <u>Marbulous structures (marble run)</u>  <u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <u>Make</u> select from and use a wider range	<u>Food and nutrition</u>  <u>Tudor Knots (bread)</u> <u>Scones / savory muffins</u>  understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

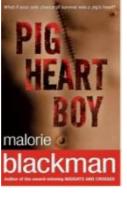
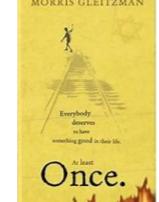
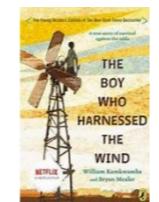
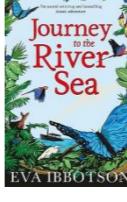
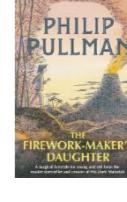
		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u> understand and use mechanical systems in their products (pulleys)</p>		<p>of materials and components, including construction materials.</p> <p><u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	
Computing	<p><u>Information technology &amp; computer Science</u></p> <p><b>Creating media – Video production</b></p> <ul style="list-style-type: none"> <li>L1: What is video</li> <li>L2: Filming techniques</li> <li>L3: Using a storyboard</li> <li>L4: Planning a video</li> <li>L5: Importing and editing a video</li> <li>L6: Video evaluation</li> </ul>		<p><u>Computer Science</u></p> <p><b>Programming B – Selection in quizzes</b></p> <ul style="list-style-type: none"> <li>L1: Exploring conditions</li> <li>L2: Selecting outcomes</li> <li>L3: Asking questions</li> <li>L4: Planning a quiz</li> <li>L5: Testing a quiz</li> <li>L6: Evaluating a quiz</li> </ul>		<p><u>Computer Science</u></p> <p><b>Programming A – Variables in games</b></p> <ul style="list-style-type: none"> <li>L1: introducing variables</li> <li>L2: Variables in programming]</li> <li>L3: Improving a game</li> <li>L4: Designing a game</li> <li>L5: Design to code</li> <li>L6: Improving and sharing</li> </ul>
Music		<p><u>Re-tell a Greek myth through music</u></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>	<p><u>Making Music</u></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p>		<p><u>Tudor Music</u></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>



PE	<u>Tag Rugby</u> <u>Dodgeball</u> <u>Swimming (Y5)</u>  use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<u>Partner work – under and over Swimming (Y5)</u>  use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<u>Dance (related to your topic)</u> <u>Swimming (Y5)</u>  perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<u>Basketball</u>  use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Tennis</u>  use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Rounders</u>  use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.
R&WV	<u>Islam (Discovery Y6 Aut1)</u>  <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam		<u>Christianity ( Discovery Y6 Spr 1)</u>  <b>Theme:</b> Beliefs and Meaning <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity	<u>Christianity (Discovery Y6 Spr 2)</u>  <b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <b>Religion:</b> Christianity		<u>Christianity</u>  <b>Theme:</b> Reformation <b>Key Question:</b> What is the Reformation and the impact of it in Britain in the 16 <sup>th</sup> century?
PHSE	Year 5 – Me and my relationships		Year 6 – Rights and responsibilities			Changing adolescent body including menstruation Year 5 Year 6 'Growing and Changing' Split into separate classes
MFL	<u>Getting to know you</u> present ideas and information orally to a range of audiences 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;	<u>That's tasty</u> engage in conversations; ask and answer questions read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly understand basic grammar appropriate to the language being studied, including	<u>School life</u>  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;			

	<p>and how these differ from or are similar to English.</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>(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>	<p>and how these differ from or are similar to English</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>present ideas and information orally to a range of audiences</p>		
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Cycle B

Theme	Identity and Diversity		Peace and Conflict		Social Justice		Environment		Our Heritage and The World and Beyond			
Time	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer			
Book link	Pig-Heart Boy 		Once – Morris Gleitzman 		The boy who harnessed the wind 		Journey to the River Sea 		Firework Maker's Daughter 			
Oracy							Writing – structure a persuasive speech on deforestation (Y6).			Summer 1: To discuss the enquiry question in a small group (Y5). Link with Shang Dynasty – to persuade. PE: To use posture, gestures and tone. Summer 2: End of the year leavers assembly – to be confident in speaking to known and unknown adults.		
Writing	Fiction Entertain - Dialogue	Non-Fiction Inform – Non-chronological report	Fiction Entertain – poetry (friendship week)	Non-Fiction Persuasion – speech	Fiction Diary - recount	Non-Fiction Discuss – balanced argument	Fiction Entertain – Story opening	Non-Fiction Explain – explanation text	Fiction Entertain – Flash back	Non-Fiction To inform - newspaper report	Fiction Entertain – Setting description	Non-Fiction To inform – Report

Science	<b>Animals including humans</b> -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans. Human life cycles covered as part of PSHE.	<b>Materials</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - Comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	<b>Electricity</b> 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.		<b>Light</b> Recognise that light appears to travel in straight lines. - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
History		<b>What was Hitler's role in WW2?</b> NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			<b>What was the Shang Dynasty?</b> NC - a depth study of one of the ancient civilisations The Shang Dynasty of Ancient China
Geography	<b>How does my area differ to others?</b> NC - 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 America	isl	<b>Why is time important?</b> NC - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<b>Why should rainforests be important to us all?</b> NC - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	
Art and Design	<u>Heart drawings</u> <u>Heart Sculpture</u>  to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of				<u>Silk painting</u>  to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



	materials [for example, pencil, charcoal, paint, clay]				Learn about great artists, architects and designers in history.
D&T	<p><u>Textiles</u>  <u>Combining different fabric shapes</u>  Fastenings/ Appliqué/ tie dye</p> <p><u>Design</u>  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  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p><u>Make</u>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials , including textiles according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u>  investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u>  apply their understanding of how to strengthen, stiffen and reinforce more complex structures (fabrics)</p>	<p><u>Design Sustainable Circuits</u>  <u>Steady hand game</u></p> <p><u>Design</u>  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  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.</p> <p><u>Make</u>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials.</p> <p><u>Evaluate</u>  investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u>  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p><u>Monitoring and control</u>  <u>Light up animal eyes</u></p> <p><u>Design</u>  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  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u>  investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u>  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products.</p>		
Computing	<p><u>Information technology &amp; Computer Science</u>  <b>Creating media – Web page creation</b></p>		<p><u>Computer Science</u>  <b>Computing systems and networks – Systems and searching</b></p> <p>L1: Systems</p>		<p><u>Information technology</u>  <b>Data information – introduction to spreadsheets.</b></p> <p>L1: collecting data</p>



	<p>L1 – What makes a good website  L2 – How would you lay out your webpage?  L3 – Copyright or CopyWRONG?  L4 – How does it look?  L5 – Follow he breadcrumbs  L6 – Think before you link.</p>		<p>L2: Computer systems and us  L3: Searching the web  L4: Selecting search results  L5: How search results are ranked  L6: How are searches influenced</p>		<p>L2: Formatting a spreadsheet  L3: What's the formula  L4: calculate and duplicate  L5: Event planning  L6: Presenting data</p>	
Music		<p><u>Music in the War</u>   appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   develop an understanding of the history of music.   listen with attention to detail and recall sounds with increasing aural memory</p>		<p><u>Garage Band</u>   play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   use and understand staff and other musical notations   improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><u>Chinese Music</u>   appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   develop an understanding of the history of music   listen with attention to detail and recall sounds with increasing aural memory</p>	
PE	<p><u>Football</u>  <u>Handball</u>  <u>Swimming (Y5)</u>   use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><u>Counter-Balance &amp; counter tension</u>  <u>Swimming (Y5)</u>   use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><u>Dance</u>  <u>Swimming (Y5)</u>   perform dances using a range of movement patterns  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p><u>Hockey</u>   use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Athletics</u>   use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Cricket</u>   use running, jumping, throwing and catching in isolation and in combination  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	perform safe self-rescue in different water-based situations.	perform safe self-rescue in different water-based situations.			
R&WV		<b>The role of religion in the war</b> <b>Theme:</b> War <b>Key Question:</b> What is the role of religions during the second world war? <b>Religion:</b> All	<b>Hinduism (Discover Y5 Aut 1)</b> <b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Hindu to show commitment to God? <b>Religion:</b> Hinduism	<b>Sikhism (Discovery Y5 Sum 1)</b> <b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Sikh to show commitment to God? <b>Religion:</b> Sikhism	<b>Christianity (Discovery Y5 Sum2)</b> <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Christian to show commitment to God? <b>Religion:</b> Christianity
PHSE	Year 6 – ‘Valuing differences’		Year 5 – ‘Keeping Myself Safe’		Changing adolescent body including menstruation. Year 5 and 6 ‘Growing and Changing’ Split into separate classes
MFL	<u>All about ourselves</u> listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words write phrases from memory, and adapt these to create new sentences, to express ideas clearly key features and patterns of the language develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases appreciate stories, songs, poems and rhymes in the language	<u>Friends and family</u> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help			<u>Let's visit a French town</u> 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 present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary speak in sentences, using familiar vocabulary, phrases and basic language structures listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words