Hands, feet and hearts that make a difference

Sparrowhawks Class Year 5 & 6 Long Term Overview Cycle A 2023/2024

Big Question	Should we be grateful when difficult things happen?	Should we be compassionate to bullies? (How?)	Should we always tell the truth?	Does justice mean the same as revenge?	If I feel afraid, does that mean I am not brave?	Should we help people who do not help us?
Values	**Thankfulness**	**Compassion**	**Truthfulness**	**Justice**	**Courage**	**Service**
P4C Topic Stimulus and possible question	Image of Egyptian mummy Did belief in the afterlife help Egyptians to live a better life?	Deforestation article or news clip Is it ever right to deforest an area?	Image of Mayan numbers Was maths invented or discovered?	Pig Heart Boy text Am I still 'me' if I have a transplant?	Treason text How important is our monarchy?	Clockwork text Can a machine die?
Theme days	Black History Week	Elf day	E-safety day Number day Children's mental health week	World Book Day Science week	Earth Day	Sports week Sports Day
Experiences	School Council elections	Class trip Rainforest Singing at More Hall Whole school pantomime Nativity Performance	Young Voices Concert Performance poetry	Experience Easter	Isingpop	Isingpop concert End of year performance Y6 Leavers performance Y6 Leavers Cathedral service
Special People						
High quality engaging texts	Focus texts: Secrets of the Sun King -	Focus texts: Journey to the River Sea -	Focus texts: Oh, Maya Gods – Maz Evans	Focus texts: Pig Heart Boy	Focus texts: Treason – Berlie Doherty	Focus texts: Clockwork – Phillip Pullman
Writing genres in English	Newspaper reports Narrative – time lapse adventure	Survival Narrative Non-Chronological report – All about the Amazon Rainforest	Narrative – Retelling of a chapter Balanced Discussion – who were the more successful civilisation?	Narrative – Dilemma Explanation – How the circulatory system works	Narrative – Historical Fiction Discussion Text – How important is our Monarchy?	Persuasive leaflet Why do people choose to live near Stroud?
Maths Year 5	Place Value Addition and Subtraction Multiplications and Division	Multiplication and Division cont. Fractions	Multiplication and Division Fractions	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Maths Year 6	Place Value Four Operations	Four Operations cont. Fractions Converting Units	Ratio Algebra Decimals	Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction	Themed Projects Consolidation Problem Solving
Science:	Electricity	Living things micro-organism	Light **Sticky Knowledge**	Animals Including Humans	Evolution and Inheritance	Forces **Sticky Knowledge**

But the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22-23

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	Sticky Knowledge *Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly, and each buzzer will be quieter. Turning a switch off (open) breaks a circuit so the circuit is not complete, and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. *You can use recognised circuit symbols to draw simple circuit diagrams. *Batteries are a store of energy. This energy pushes electricity round the circuit. When the battery's energy is gone it stops pushing. Voltage measures the 'push.'	**Sticky Knowledge** *Variation exists within a population (and between offspring of some plants) – NB: this Key Idea is duplicated in Year 6 Evolution and Inheritance. *Organisms best suited to their environment are more likely to survive long enough to reproduce. *Organisms are best adapted to reproduce are more likely to do so. *Organisms reproduce and offspring have similar characteristic patterns. *Competition exists for resources and mates *Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other livings things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and	* Light appears to travel in straight lines, and we see objects when light from them goes into our eyes. *The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. *Objects that block light (are not fully transparent) will cause shadows. Because light travels in straight lines the shape of the shadow will be the same as the outline shape of the object. *Animals see light sources when light travels from the source into their eyes. * Light reflects off all objects (unless they are black). Non shiny surfaces scatter the light, so we do not see the beam. **Working Scientifically** *Identify scientific evidence that has been	**Sticky Knowledge** *The heart pumps blood around the body. *Oxygen is breathed into the lungs where it is absorbed by the blood. * Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood. *The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart	**Sticky Knowledge** *Life cycles have evolved to help organisms survive to adulthood. *Over time the characteristics that are most suited to the environment become increasingly common. *Organisms best suited to their environment are more likely to survive long enough to reproduce. Organisms are best adapted to reproduce are more likely to do so. -If the environment changes rapidly, some variations of a species may not suit the new environment and will die. -If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Over time, these inherited	* Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way. *Friction is a force against motion caused by two surfaces rubbing against each other. *Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move. *A force causes an object to start moving, stop moving, speed up, slow down or change direction. *Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall. *A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves along. **Working scientifically**

	*The greater the current flowing through a device the harder it works. *Current is how much electricity is flowing round a circuit. *When current flows through wires heat is released. The greater the current, the more heat is released **Working scientifically** *Identify scientific evidence that has been used to support or refute ideas or arguments. *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate *Record data and results of increasing complexity using scientific diagrams and labels, classification	toadstools and mushrooms. *Plants can make their own food whereas animals cannot. Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). -Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. -Each group has common characteristics. -Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. *Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants. **Working Scientifically** *Identify scientific evidence that has been	used to support or refute ideas or arguments. *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. *Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (analysing results, anomalies, data etc)	and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system. *Diet, exercise, drugs and lifestyle have an impact on the way our body's function. They can affect how well out heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins. **Working Scientifically** *Identify scientific evidence that has been used to support or refute ideas or arguments. *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment,	*Organisms reproduce and offspring have similar characteristic patterns. *Variation exists within a population (and between offspring of some plants). *Competition exists for resources and mates. **Working scientifically** *Identify scientific evidence that has been used to support or refute ideas or arguments. *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriateRecord data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

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RE:	**U2.8 What does it mean to be a Muslim in Britain today?**	**U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]**	**U2.1 What does it mean for Christians to believe that God is holy and loving? [God]**	**U2.9 Why is the Torah so important to Jewish people? [God/Torah]**	**U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]**	**U2.11 Why do some people believe in God and some people do not?**
History:	**Achievement of earliest civilisations - Egypt** **Key skills: Understanding chronology**		**Non-European society that provides contrasts with Bristish history - Mayans** **Key skills: Understanding chronology**		**Chronology focus - monarchs** **Key skills: Understanding chronology**	

	Describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural) **Investigate and interpret the past** Understand that no single source of evidence gives the full answer to questions about the past. **Build an overview of world history** **Communicate historically** Use original ways to present information and ideas. **Sticky knowledge** The ancient Egyptian civilisation began in 3000bc and lasted. In the ancient civilisation there was a very strict social order that all lived by. A pharaoh was the leader of the empire and was seen as half man- half god by the people. The ancient Egyptians worshipped hundreds of different gods. A belief that Ancient Egyptians had was any person that died would travel through to an afterlife. Their bodies were preserved (mummified) before		Use dates and terms accurately in describing events. **Investigate and interpret the past** Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. **Build an overview of world history** Describe social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Communicate historically** Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy. **Sticky knowledge** The Mayans lived in South America which is a rainforest. They relocated due to prolonged flooding. Then, the Maya made their home in an area known as Mesoamerica		Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. **Investigate and interpret the past** Use sources of information to form testable hypotheses about the past. **Build an overview of world history** Give a broad view of life in Britain from medieval until the Tudor and Stuart times. **Communicate historically** Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past **Sticky knowledge** William I's greatest legacy was the Norman architecture, which we can still see and touch today. Henry VIII established the Church of England and the Royal Navy. He had 6 wives. Elizabeth I was responsible for English exploration and making England a world power. During her reign the arts flourished especially literature and music. Charles II was known as the Merry Monarch. He	

	burial as part of this process. The Egyptians relied on the River Nile to support their existence.		(modern day Mexico and Central America). The Mayans believed in a number of gods and rituals. We know about the Mayans from finding their art and architecture – they built huge pyramids. The Mayans wrote using pictures, on paper made from bark. The Maya were expert mathematicians and astronomers. They used this expertise to make calendars. The Mayan's used a 52-year calendar. They used lines and dots to represent numbers. The higher these were stacked reflected their value. The Mayans played football, but neither team could use their hands or feet. The losing team was sacrificed to the Gods. The ball was very hard, and many players were injured.		dissolved the English Parliament and ruled alone. Queen Victoria is associated with Britain's great age of industrial expansion, economic progress and expanding empire.	
Geography:		**Amazon rainforest - biomes** **Investigate places** Use a range of geographical resources to give detailed		**What is it like to live in Mexico?** **Contrasting non-European country - human and physical** **Investigate places**		**Local study** **Field work** **Why do people choose to live in Randwick and Stroud?** **Investigate places**

		descriptions and opinions of the characteristic features of a location **Investigate patterns** Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. **Communicate geographically** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers **Sticky knowledge:** What are the significant differences between the biomes? Where are the world's rainforest located? What are the 4 layers of the rainforests called? Who lives in the rainforest and how do they survive? What impact is deforestation having on our planet and how can we support the fight against it?		Identify and describe how the physical features affect the human activity within a location. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate patterns** Understand some of the reasons for geographical similarities and differences between countries. **Communicate geographically** **physical geography:** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes.		Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. **Investigate patterns** Understand some of the reasons for geographical similarities and differences between countries. **Communicate geographically** **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). **Sticky knowledge:** Know what most of the ordnance survey symbols stand for. Know how to use six-figure grid references.

				human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. **Sticky knowledge:** Mexico is a country of extremes, with high mountains and deep canyons on the centre of the country, deserts in the north and dense rain forests in the south and east. Mexico's highest peak is a volcano called Citlaltépetl, it is also the highest point in North America. Mexico is part of the 'ring of fire' with 48 active volcanoes. Areas of Mexico are rich in valuable metals like silver and copper. More than half of the Mexican population live in the centre of the country. Mexico is a popular tourist destination.		Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know how to use graphs to record features such as temperature or rainfall across the world
Art:		*Does art need to be realistic?* Painted rainforests **Artist:** Henri Rousseau **Medium:** Painting		*How can we express ourselves through art?* Collaged Self Portraits **Artist:** Frida Kahlo **Medium:** Collage and mixed-media	*Is a photograph better than a painting?* **Artist:** Chuck Close **Medium:** Drawing **Style**: photorealism	

		Style: naïve and primitive **Topic and cross-curricular links:** Art this term further enriches children's learning in their geography topic about the rainforest. Children will build up layers of paint from a background to create depth and detail. **Technical Skills (Painting)** • Build on understanding of background, mid-ground and foreground by layering and overlapping forms. • Revisit mixing colours, tints, shades and tones, building on previous knowledge of the colour wheel. **Evaluating** • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes, mood and techniques.		**Style**: surrealism **Topic and cross-curricular links:** Art this term develops a wider understanding about the culture of Mexico and Mexican art. Children will explore how Frida Kahlo used art as a vehicle for self-expression. **Technical Skills (Collage)** • Select imagery for its mood and symbolism • Combine elements from two different images • Incorporate other mediums such as paint, drawing and prints • Build on understanding of background, mid-ground and foreground **Evaluating** • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes,	**Topic and cross-curricular links:** Art this term can be used to help pupils look a little closer at the monarchs they are studying. **Technical Skills (Drawing)** • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. **Evaluating** • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes, mood and techniques.	

		• Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. **Creative and Expressive Skills** • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. **Artist Vocabulary:** Henri Rousseau, Naïve, Primitive, Post-Impressionist, painter, French, Surprised (or The Lion in a Tropical Storm) 1891, self-taught, **Skills Vocabulary:**		mood and techniques. • Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. **Creative and Expressive Skills** • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. **Artist Vocabulary:** Frida Kahlo, surrealist, painter, Mexican, Self portrait with thorn necklace and hummingbird 1940, oil on canvas	• Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. **Creative and Expressive Skills** • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. **Artist Vocabulary:** Chuck Close, photorealist, painter, American, Big Self Portrait 1968 acrylic on canvas, disability, **Skills Vocabulary:** Build on: hardness, tone, line, texture,	

		Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shade, New: light source, flat perspective, dense, foreground mid-ground background , flat, block		**Skills Vocabulary:** Build on: foreground, mid-ground, background, overlap, tessellation, layer, mosaic, New: photo-montage, splice, combine	shading, hatching, cross hatching New: shadow, light source, perspective, movement, reflection,	
D&T:	Frame structures- pyramid		Celebrating culture and seasonality – Willy Wonka's fairtrade chocolate cookies?			Pulleys or gears
Computing:	**Computer Science Coding** • I can solve problems by decomposing them into smaller parts • I can use selection in algorithms • I can recognise the need for conditions in repetition within algorithms • I can use logical reasoning to explain how a variety of algorithms work • I can use logical reasoning to detect and correct errors in algorithms • I can evaluate my work and identify errors **Coding and Programming** I know how to use a range of sequence. Selection and repetition commands to implement my design **Computational Thinking**	**Information Technology Video Creation (Y5)** • I can use cutaway and split screen tools in iMovie. • I can evaluate and improve the best video tools to best explain my understanding. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. **Word Processing/Typing** • I know how to organise and reorganise text on screen to suit a purpose **Video Creation** • I know how to use cutaway and split screen tools in iMovie. • I know how to evaluate and improve the best video tools to best explain my understanding.	**Information Technology AI** **Machine Learning for kids (Y6)** **Artificial Intelligence** I can train an AI model and use it within a program **Computational Thinking** ● I know how to decompose a design or code to focus on specific parts ● I know how to use abstraction to hide complexity in my design or code ● I know how to recognise and make use of patterns in my design and code ● I know how to critically evaluate my work and suggest improvements **Vocabulary**	**Information Technology Web Page Design (Y5)** • I can create a web site which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks. • I can choose applications to communicate to a specific audience. • I can evaluate my own content and consider ways to improvements. **Presentations, web design and eBook Creation** • I can create a webpage and embed video. **Video Creation** • I know how to evaluate and improve the best video tools to	**Computer Science Micro:bit (Y5) Computational Thinking** ● I can solve problems by decomposing them into smaller parts ● I can use selection in algorithms **Coding/Programming** ● I can create programs by decomposing them into smaller parts ● I can use a variety of selection commands in programs ● I can work with variables ● I can evaluate my work and identify errors **Vocabulary** Micro:bit, program, code, algorithm, problem, variable, selection, input debug	**Computer Science Video Game Scratch (Y6)** • I can recognise, and make use, of patterns across programming projects • I can write precise algorithms for use when programming • I can identify variables needed and their use in selection and repetition • I can decompose code into sections for effective debugging • I can critically evaluate my work and suggest improvements • I can use a range of sequence, selection and repletion commands combined with variables as required to implement my design • I can create procedures to hide complexity in programs • I can identify and write generic code for use across multiple projects

	I know how to decompose a design or code to focus on specific parts I know how to recognise and make use of patterns in my design and code **Vocabulary** Design, space, shape, plane, 3D, code, radius, loop, object, variable, pattern, modify, procedure, abstraction, Augmented Reality (AR),	• I know how to further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. **Computational Thinking** • I know how to solve problems by decomposing them into smaller parts **Vocabulary** Cutaway, split screen, chroma key, crop, resize, teleprompter, masking, timeline, import, trim.	Data, train, model, image, class, pattern, selection, condition	best explain my understanding. **Vocabulary** Import, link, embed, header, glideshow, layout, format, heading, subheading		• I can critically evaluate my work and suggest improvements • I can identify and use basic HTML tags (See Computer Networks objectives) **Computational Thinking** ● I know how to decompose a design or code to focus on specific parts ● I know how to use abstraction to hide complexity in my design or code ● I know how to recognise and make use of patterns in my design and code ● I know how to critically evaluate my work and suggest improvements **Coding/Programming** ● I know how to use a range of sequence, selection and repetition commands to implement my design ● I know how to identify the need for, and work with, variables ● I know how to create procedures to hide complexity in programs ● I know how to critically evaluate my work and suggest improvements **Vocabulary** Generalisation, pattern, reuse, modify, remix, critical, procedure, abstraction, conditional loop, logic, operator, implement

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PE:	Tag-Rugby Sticky Knowledge • I can work as part of a team • I can change my approach to help me being successful in a game situation	Gymnastics and Handball Sticky Knowledge • I can jump, land and balance on a range of body parts • I can travel and roll using a range of body parts • I can create sequences linking technical moves together	Principles of Play Sticky Knowledge • I can work as part of a team • I can change my approach to help me being successful in a game situation	Dodgeball Sticky Knowledge • I can work as part of a team • I can change my approach to help me being successful in a game situation	Cricket Sticky Knowledge • I can work as part of a team • I can change my approach to help me being successful in a game situation	Athletics Sticky Knowledge • I can run with control in straight lines and maintain balance when changing direction and keep going when tired • I can throw underarm and overarm with good technique and select the best type of throw to use depending on the situation
PSHE:	**Me and my Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respect**	**Being my Best**	**Growing and Changing**
	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Music:	**Livin' on a prayer**	**Classroom Jazz 1**	**Make you feel my love**	**Fresh Prince**	**Dancing in the street**	**Reflect, Rewind, Replay**
MFL:	**Portraits - describing in French** **Key Skills** Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun. **Key Knowledge** To recognise the definite article in the	**Meet my French family** **Key Skills** Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases. **Key Knowledge**	**Clothes - getting dressed in France** **Key Skills** Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French. **Key Knowledge** To understand adjectival position in a sentence. To know what	**French weather** **Key Skills** Learning phrases to describe the weather and vocabulary for the compass points, along with counting from 1 -100 in multiples of ten. Delivering a weather report by recycling known words and phrases. **Key Knowledge**	**Exploring the French speaking world** **Key Skills** Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative Language. **Key Knowledge** To know how to contract the preposition 'à' when it is used with the	**Planning a French holiday** **Key Skills** Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey. **Key Knowledge** To know when to use an indefinite article or a

But the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22-23

	plural form. To identify adjectives in feminine and plural forms. To know that most adjectives change depending on whether the noun they describe is masculine, feminine, or plural. To recognise that some adjectives are irregular and do not follow a rule. To understand how and why adjectives must agree with the noun they are describing. To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms. To know which subject pronoun to employ when talking about someone else. To know that certain letters at the end of a word in French are not pronounced. To explain the meaning of the term 'definite article' and know that its form depends on the gender of the noun. To know which adjectives are irregular in the feminine and/or plural forms. To name some invariable colour adjectives. To explain the placement of adjectives of size and other adjectives in a sentence in French. To	To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun. To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.	adjectival agreement means. To know that some adjectives are invariable and do not change in the feminine and plural forms. To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. To know when to use an indefinite article or a possessive adjective. To know that the last consonant in a word in French is pronounced if it followed by an 'e'. To know how to use a bilingual dictionary to cross check the correct meaning of a word.	To know that Celsius is used to measure temperature in Europe. To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. To know how to use the partitive article 'de' with specific weather structures. To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. To name several conjunctions that can be used to extend and link sentences.	definite article of a noun. To know how to contract 'de'when it is used with the definite article of a noun. To know which specific verbs must be used with the three categories of weather expressions. To locate French-speaking countries on a map. To name some features of countries in the French-speaking world. To show understanding of national identity and begin to consider stereotypes.	possessive adjective. To know that the near future tense in French is created by using the verb 'aller' in the present tense and a second verb in the infinitive form. To know that the choice of preposition before a country name depends on the gender of the country name. To understand the rules for adjectival agreement and placement. To know that the verb 'aller' is irregular. Explain how to create the near future tense in French. To know how to change indefinite articles to possessive adjectives. To explain the rules for adjectival agreement and determine where different types of adjectives are placed in a sentence.

	be able to give examples of the difference in word order in French and English.					