



Curriculum Map 2022-23

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Earth and Space		Raiders		Rivers	
Science	Earth and Space	Working Scientifically	Forces	Properties and changes of materials	Living things and their habitats	
Computing	Online safety	Coding	Game Creator 3D modelling	Spreadsheets Databases	Concept Maps	Word Processing
History		Anglo Saxons		Vikings		Battle of Hastings 1066
Geography	Map skills		Ancient settlements and fieldwork skills		Rivers	
DT		Mars Rover		Viking Longship		Bayeux Tapestry
Art	Space and Planets	Drawing	Coil bowls	Painting	Exploring and developing ideas - water	Textiles and printing
RE	Sikhism – Gurus	Christmas story	Sikhism - Gurdwara	Christianity - sacrifice	Christianity - Inspiration	
Music	Listening	Beat	Structure	Composition	Notation	Performance
PE	Netball Hockey	Dance Tag rugby	Yoga football	Gymnastics Batting and fielding	Swimming Tennis	Swimming Athletics
PSHE	Citizenship	Family and relationships	Health and wellbeing	Economic wellbeing	Safety and the changing body	Transition
Mfl	Speaking and listening	Songs	Stories and rhymes	Reading	Writing	Grammar



Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can identify scientific evidence which does or does not provide evidence for an idea or argument. • Can report and present findings from enquiries 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can present data in a line graph and read the findings • Identifies observable differences and similarities to observe or measure • Can observe changes over time • Can decide how long to make observations and how often 	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • Can present findings in appropriate ways including in tables, graphs and text • Identifies observable differences and similarities to observe or measure • Can observe changes over time • Can decide on sample size
<p>Earth and Space</p> <ul style="list-style-type: none"> • can explain why we know the Sun, Earth and Moon are spherical. • Can name and describe features of the planets in our solar system. • Can order the planets in our solar system. • Can explain day and night and the apparent movement of the sun across the sky. • Can investigate night and day in different parts of the Earth. • Can explain the movement of the Moon. 	<p>Forces</p> <ul style="list-style-type: none"> • Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identifies the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognises that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Can describe the life process of reproduction in some plants and animals.



Computing Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Online Safety:</p> <ul style="list-style-type: none">• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<p>Coding, Data bases and Spreadsheets:</p> <ul style="list-style-type: none">• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p>Word Processing and Concept maps:</p> <ul style="list-style-type: none">• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including presenting information



History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Anglo Saxons	Vikings	1066 Battle of Hastings
<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Can sequence key events of time studied on a timeline using dates accurately • Can use of appropriate terms relating to the passing of time • Can relate current topics studied to previous topics studied (Romans) 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Can sequence key events of time studied on a timeline using dates accurately • Can use of appropriate terms relating to the passing of time 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Can identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time • Can make comparisons between different times in the past
<p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> • Can describe how a significant individual or movement/group of people has influenced the UK or wider world. • Can describe the Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Can link events from periods studied to changes or developments in contemporary society e.g, food or farming. • Can discuss Anglo-Saxon art and culture 	<p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> • Can describe Viking raids and invasion. • Can talk about the resistance by Alfred the Great and Athelstan, first King of England 	<p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <ul style="list-style-type: none"> • Can explain that an event can have more than one cause. • Can explain who Edward the Confessor was and the events leading to his death in 1066.
<p>Local and National History:</p> <ul style="list-style-type: none"> • Can explain that an event can have more than one cause. • Can discuss the Christian conversion – Canterbury, Iona and Lindisfarne • Can explain Anglo-Saxon laws and justice. 	<p>Local and National History:</p> <ul style="list-style-type: none"> • Can describe Viking raids and invasion. • Can talk about the resistance by Alfred the Great and Athelstan, first King of England 	<p>Local and National History:</p> <ul style="list-style-type: none"> • Can explain who Edward the Confessor was and the events leading to his death in 1066.



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<p>Historical Interpretation and Enquiry Skills:</p> <ul style="list-style-type: none">• Can compare accounts of events from different sources –fact or fiction• Can offer some reasons for different versions of events• Can recognise primary and secondary sources of information to investigate the past• Can select relevant sections of information• Can undertake their own research	<p>Historical Interpretation and Enquiry Skills:</p> <ul style="list-style-type: none">• Can compare accounts of events from different sources –fact or fiction• Can recognise primary and secondary sources of information to investigate the past• Uses evidence to build up a picture of a past event / life in time studied• Can undertake their own research	<p>Historical Interpretation and Enquiry Skills:</p> <ul style="list-style-type: none">• Can compare accounts of events from different sources –fact or fiction• Can recognise primary and secondary sources of information to investigate the past• Can undertake their own research
<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Can select data and organise historical information to answer historical questions• Can record, communicate and display their knowledge and understanding in a variety of ways• Can use appropriate terms, matching dates to people and events	<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Can use appropriate terms, matching dates to people and events	<p>Methods of Organisation and Presentation:</p> <ul style="list-style-type: none">• Can use appropriate terms, matching dates to people and events• Can fit events into a display sorted by time



Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> Can locate the world’s countries, concentrating on their key physical and human characteristics, countries, and major cities. 	<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> Begins to 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) 	<p>Locational and Place Knowledge:</p> <ul style="list-style-type: none"> Can discuss geographical similarities and differences through the study of major rivers around the world and the River Thames.
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Can describe types of settlement and land use 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Can describe economic activity including trade links 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Can describe the distribution of natural resources
<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> 	<p>Geographical Skills – Maps, the atlas and globe:</p> <ul style="list-style-type: none"> Can use maps, atlases, globes to locate countries and describe natural features studied.
<p>Geographical Skills – Using the compass and grid references:</p> <ul style="list-style-type: none"> Can use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. 	<p>Fieldwork:</p> <p>Can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>	<p>Fieldwork:</p> <p>Can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>



Design & Technology Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Can generate ideas through group discussion • Can draw up a specification for my design • Has a clear plan how to create a product • Can use the results of investigations sources including ICT when developing ideas 	<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Can generate ideas through group discussion • Can draw up a specification for my design • Can identify a purpose and have a plan of how to create the product, which materials and process to use • Suggest alternative methods of making if the first attempt fails 	<p>Design (Developing, Planning and Communicating Ideas):</p> <ul style="list-style-type: none"> • Can generate ideas through group discussion • Can identify a purpose and have a plan of how to create the product, which materials and process to use • Can use the results of investigations sources when developing ideas
<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products):</p> <ul style="list-style-type: none"> • Can produce suitable lists of tools, equipment and materials that will be needed whilst considering constraints. • Can select appropriate materials that are fit for purpose. • Explain choices, considering functionality and aesthetics. • Can create, follow and adapt detailed step-by-step plans. • Can explain how a product will appeal to an audience whilst making changes to improve quality. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps. 	<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including):</p> <ul style="list-style-type: none"> • Use selected tools and equipment precisely. • Can produce suitable lists of tools, equipment and materials that will be needed whilst considering constraints. • Can explain choices, considering functionality and aesthetics. • Can create, follow and adapt detailed step-by-step plans. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps. • Can be resourceful with practical problems. 	<p>Make (Working with Tools, Equipment, Materials and Components to Make Quality Products Including Food):</p> <ul style="list-style-type: none"> • Use selected tools and equipment precisely. • Can select appropriate materials that are fit for purpose. • Can explain choices, considering functionality and aesthetics. • Can follow and adapt detailed step-by-step plans. • Can explain how a product will appeal to an audience whilst making changes to improve quality. • Accurately apply a range of finishing techniques. • Use techniques that involve a number of steps.



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<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Can research sustainable materials• Can talk about some key inventors and their products• Can test and evaluate a final product	<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Can research sustainable materials• Can talk about some key designers and their products• Can research sustainable materials	<p>Evaluate (Evaluating Processes and Products):</p> <ul style="list-style-type: none">• Can evaluate quality of design while designing and making• Can evaluate ideas and finished product against specification, considering purpose and appearance• Can talk about some key chefs and their products
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Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Research the work of Peter Thorpe and use his work to replicate a style 	<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Research the work of potters and use their work to replicate a coil style. 	<p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> • Research the work of an artist and use their work to replicate a style
<p>Drawing:</p> <ul style="list-style-type: none"> • Uses a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to continue to develop ideas. • Can explore the potential properties of texture, colour and shape. • Can explore proportion and perspective 	<p>Drawing:</p> <ul style="list-style-type: none"> • Uses a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to continue to develop ideas. • Can explore the potential properties of pattern. • Can explore proportion and perspective 	<p>Drawing:</p> <ul style="list-style-type: none"> • Uses a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to continue to develop ideas. • Can explore the potential properties of the line and tone. • Can discuss connections between proportion and perspective
<p>Painting:</p> <ul style="list-style-type: none"> • Demonstrates a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours – associating with mood creation. 	<p>Painting:</p> <ul style="list-style-type: none"> • Creates imaginative work from a variety of sources. 	<p>Painting:</p> <ul style="list-style-type: none"> • Continue to discuss effects of choice of colour – replicating a style. • Display choice of colours for mood creation.
<p>Textiles:</p> <ul style="list-style-type: none"> • Can use a range of media to create collage. 	<p>Textiles:</p> <ul style="list-style-type: none"> • Can extend their work within a specified technique. 	<p>Textiles:</p> <ul style="list-style-type: none"> • Can join fabrics in different ways, including stitching. • Uses different grades and uses of threads and needles.



	<p>Sculpture:</p> <ul style="list-style-type: none">• Can discuss confidently their work that it has been sculpted, modelled or constructed• Talk about their work understanding that it has been sculpted, modelled or constructed• Describe the different sculpture, both small and qualities involved in large scale.• Use all tools and materials to carve, add shape, add texture and pattern;• Use objects around us to form sculptures.	<p>Printing:</p> <ul style="list-style-type: none">• Can explore a variety of different techniques. Choose the printing method appropriate to task.• Can build up layers and colours/textures.
<p>Knowledge of Artists: Can use the work of artists to replicate ideas or inspire their own work.</p> <ul style="list-style-type: none">• Can suggest how artists have used colour, pattern and shape• knows how to create a piece of art in response to the work of another artist• Can use key vocabulary to demonstrate knowledge and understanding, and relate learning to previous or future learning and skill development.		



Religious Studies Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Sikhism – Gurus</p> <ul style="list-style-type: none"> • Can retell some Sikh stories • Can talk about the importance of the Guru Granth Sahib for believers • Identify and suggest meanings for the ceremony surrounding the Guru Granth Sahib • Ask, and respond to, questions about their own and Sikh beliefs about Sacred texts • Recognise that others may have differing views to their own about the way to handle Sacred texts 	<p>Sikhism – Gurdwara</p> <ul style="list-style-type: none"> • Can describe three things that Sikhs believe and how these beliefs are shown in the Gurdwara - linking pictures to texts perhaps • Can make a link between the Gurdwara/Golden Temple and the way that Sikhs behave towards each other – annotating a picture for example • Can list ways in which Sikhs show respect for the Gurdwara and the community 	<p>Christianity – Inspiration</p> <ul style="list-style-type: none"> • Can recount the Pentecost story as either a disciple or one of the crowd who witness the event • Can suggest a meaning the story of Pentecost might have for a Christian and what it means to them • Can ask questions and suggest answers about how Christians are influenced by their faith • Pupils make links between the people who inspire them and the way Christians are inspired by the Holy Spirit
<p>Sacred texts – prophecy, revelation, incarnation</p> <ul style="list-style-type: none"> • Can annotate a picture of the Christmas story to show knowledge of two Old Testament prophecies • Identify angels as messengers of God and their role in the Christmas story and say in what ways that is similar to Guru Nanak or not • Suggest reasons why Mary/Joseph/the shepherds acted on the words of the angels • Ask questions about whether prophecy happens today 	<p>Christianity – Sacrifice</p> <ul style="list-style-type: none"> • Can annotate a picture of Jesus on the cross, linking to Christian beliefs about the death of Jesus • Describe the difference Christian beliefs about the death of Jesus make to the celebration of Easter • Choose an artefact or a symbol that they would link with Easter and one that a Christian might choose, describing what it might mean for them • Make links between a worship song and the texts about Jesus death at Easter • Can make links between the sacrifice of Jesus and their own actions 	<ul style="list-style-type: none"> •



Music Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Solar System Listening</p> <ul style="list-style-type: none"> • Can listen with focus on composition • Can listen to music focusing on dynamics • Can perform rap using rhythm • Perform a song with expression • Create a performance song <p>Blues</p> <ul style="list-style-type: none"> • Can name three key features of Blues music. • Can sing in tune, using vocal expression to convey meaning. • Explain what a chord is and play the chord of C sixteen times. • Play the twelve bar blues correctly. • Play the notes of the Blues scale in the correct order, ascending and descending. • Play a selection of Blues scale notes out of order in their own improvisation. 	<p>Viking Saga Songs</p> <ul style="list-style-type: none"> • Can 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 • Listen with attention to detail and recall sounds with increasing aural accuracy • Can use musical notation e.g. staff • Develop an understanding of the history of music <p>Looping and remixing</p> <ul style="list-style-type: none"> • Perform a looped body percussion rhythm; keeping in time with their group. • Use loops to create a whole piece of music, ensuring that the different aspects of music work together. • Play the first section of ‘Somewhere Over the Rainbow’ with accuracy. • Choose a suitable fragment of music and be able to play it along to the backbeat. • Perform a piece with some structure and two different loops. 	<p>South and West Africa</p> <ul style="list-style-type: none"> • Can sing using the correct pronunciation and with increasing confidence. • Play a chord with two notes, remaining in time. • Can maintain their part in a performance with accuracy. • Can play the more complicated rhythms in time and with rests. • Can create an eight beat break and play this in the correct place. <p>Musical Theatre</p> <ul style="list-style-type: none"> • Can explain what musical theatre is and be able to recall at least three features of this kind of music. • Can categorise songs as action songs or character songs. • Select appropriate existing music for their scene to tell the story of a journey. • Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.



Physical Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
<p>Invasion Games – Rugby:</p> <ul style="list-style-type: none"> • Show ways to keep ball away from defenders. • How to shield the ball. • Change speed, direction with ball to get away from defender. • Shoot accurately in a variety of ways. • Watch and evaluate the success of the games they play in. • Identify parts of the game that are going well and parts that need improving. • Explain how confident they feel in different positions. • Suggest what they need to practice to enjoy game more. • Change pitch size to make games better. 	<p>Invasion Games – Netball & Hockey:</p> <ul style="list-style-type: none"> • Mark an opponent. • Watch and evaluate the success of the games they play in. • Can use attack and defence tactics • Can play games using throwing and catching skills. 	<p>Striking and Fielding – Rounders:</p> <ul style="list-style-type: none"> • Can use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. • Can develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. • Thinks about when to use an over and under arm throw.



<p>Net Games - Badminton:</p> <ul style="list-style-type: none"> • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand rules about the games. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Explore range of symmetric and asymmetric actions, shapes and balances. • Control actions and combine them fluently. • Be aware of extension, body tension and control. • Move from floor to apparatus, change levels and move safely. • Combine movements with other in a group (matching and mirroring). • Watch a performance and evaluate its success. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Outdoor and adventurous activity during year 5 residential trip • Choose their favourite ways of running, jumping and throwing. • Choose the best equipment for different activities. • Know how to plan a run so they pace themselves evenly or unevenly. • Plan to cover distances as a team to get the best results possible. • Mark a run up for jumping and throwing.
<p>Fitness – Circuits:</p> <ul style="list-style-type: none"> • Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. • Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. • Knows why exercise is good for their fitness, health and well-being 	<p>Dance:</p> <ul style="list-style-type: none"> • Can explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. • Can explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. • Can remember and perform a dance routine to any audience with 20+ steps. 	<p>Swimming:</p> <ul style="list-style-type: none"> • Swim between 10m and 20m unaided in shallow water, using one stroke. • Begin to swim 10m-15m unaided using a second stroke. • Can put face in water and breath correctly when swimming in one identifiable stroke. • Use a float to aid their swimming and confidence in deeper water. • Use a float to develop leg and arm techniques.



Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Citizenship:</p> <ul style="list-style-type: none"> • Can explain why reducing the use of materials is positive for the environment. • Can discuss how rights and responsibilities link. • Exploring the right to a freedom of expression. • Can identify the contribution people make to the community and how this is recognised. • Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society. 	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Developing independence for protecting myself in the sun. • Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. • Taking responsibility for my own feelings. 	<p>Safety and the changing body:</p> <ul style="list-style-type: none"> • Developing an understanding of how to ensure relationships online are safe. • Learning to make 'for' and 'against' arguments to help with decision making. • Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. • Learning about how to help someone who is bleeding.
<p>Family and relationships:</p> <ul style="list-style-type: none"> • Can identify ways families might make children feel unhappy or unsafe. • Can explore the impact that bullying might have. • Can talk about issues which might be encountered in friendships and how these might impact the friendship. • Questions the assumptions we make about people based on how they look. • Can talk about their positive attributes and being proud of these (self-respect). 	<p>Economic wellbeing:</p> <ul style="list-style-type: none"> • Can discuss risks associated with money. • Make a budget based on priorities. • Can discuss the role of money in selecting a job. • Discuss how income can change and the feelings associated with this. 	<p>Transition:</p> <ul style="list-style-type: none"> • Can talk about the skills needed for roles in school. • Recognises their own skills and can talk about how these can be developed.



Modern Foreign Languages Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Listening:</p> <ul style="list-style-type: none">• Listen and show understanding of more complex familiar phrases and sentences.• Follow the text of a familiar rhyme and song, identifying the meaning of the words.	<p>Speaking:</p> <ul style="list-style-type: none">• Ask and answer more complex familiar questions with a scaffold of responses.• Ask for clarification and help.• Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	<p>Writing:</p> <ul style="list-style-type: none">• Use a bilingual dictionary to find the plural form and gender of a noun for the definite and indefinite article.• Write and say a more complex sentence to describe people, places and actions using a language scaffold.• Write familiar complex sentences from memory with understandable accuracy.
<p>Songs, Stories and Rhymes:</p> <ul style="list-style-type: none">• Follow the simple text of a familiar story or song and sing or read aloud.	<p>Reading:</p> <ul style="list-style-type: none">• Read and pronounce familiar words accurately using their knowledge of letter string sounds, observing silent letter rules.• Read and show understanding of a complex sentence using familiar language.	<p>Grammar:</p> <ul style="list-style-type: none">• Understand the definite and indefinite article and recognise that adjectives agree with the nouns.• Build a complex sentence using nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions.