

# Year 5/6 Autumn – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Au1: Animals Including Humans</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know that the human circulatory system is made up of the heart, blood and blood vessels. They will understand how the heart pumps blood around the body and how blood carries oxygen, nutrients and water to where they are needed. Pupils will be able to describe the effects of exercise, diet, alcohol and drugs on the way their bodies function. They will also understand how nutrients and water are absorbed from food and transported throughout the body.</p>	<p><b>L1</b> The human circulatory system is made up of the heart, blood and blood vessels, including arteries, veins and capillaries.</p> <p>William Harvey discovered that the heart works like a pump. He showed that blood circulates around the whole body in a closed system of blood vessels. Harvey carefully studied and dissected animals and human bodies to observe the heart and blood vessels.</p> <p><b>L2</b> The heart pumps blood around the body; blood carries oxygen, nutrients and waste; arteries carry blood away from the heart, veins carry it back, and capillaries allow exchange between blood and body tissues.</p> <p><b>L3</b> Regular exercise strengthens the heart and lungs, improves circulation and fitness, while a lack of exercise can lead to health problems like obesity, heart disease and poor stamina.</p> <p><b>L4</b> A balanced diet supports body function and growth, while too much sugar, fat, alcohol or harmful drugs can damage organs like the liver, heart and brain. An unhealthy diet can also make us overweight and contribute to a number of diseases and conditions.</p> <p><b>L5</b></p>	<p><b>Relevant Working Scientifically Skills from NC:</b></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Learning Like an Expert Skills:</b> <b>Making predictions about what they think will happen.</b></p> <p><b>Planning, setting up and conducting fair tests.</b></p> <p><b>Observing and measuring.</b></p> <p><b>Recording and analysing data.</b></p> <p><b>Drawing conclusions.</b></p> <p><b>Reporting findings.</b></p> <p><b>Evaluating and raising further questions.</b></p>	<p><b>L1</b> Heart Lungs Blood Arteries Veins Capillaries</p> <p><b>L2</b> Pump Oxygen Plasma Red White Platelets</p> <p><b>L3</b> Exercise Heartbeat Pulse Stamina Oxygen Recovery</p> <p><b>L4</b> Nutrition Proteins Vitamins Fats Alcohol Drugs</p> <p><b>L5</b> Nutrients Water</p>

		Nutrients and water are absorbed into the blood in the small intestine and carried by the circulatory system to cells all over the body.		Bloodstream Intestine Absorption Transport
	<b>Sequence of Lessons:</b> 1) To identify and name the main parts of the human circulatory system (scientist – William Harvey) 2) To understand and describe the function of the heart, blood and blood vessels 3) To investigate the impact of exercising and not exercising on the human body 4) To investigate the impact of healthy and unhealthy diets on the human body (including alcohol and drugs) 5) To describe the way in which nutrients and water are transported within animals including humans			
	<b>Au2: Electricity</b>  <b>End Point:</b> By the end of this unit, pupils will understand how electrical circuits work and be able to use scientific symbols to represent them. They will know how switches affect the flow of electricity and how variables such as the number of components and voltage impact the brightness of a bulb. Pupils will learn about the contribution of Thomas Edison to electrical science and apply their knowledge to design and build a simple working device, such as a burglar alarm.	<b>L1</b> Electrical components like bulbs, switches and batteries each have a standard symbol that can be used to draw a circuit diagram clearly and accurately.  <b>L2</b> A switch controls the flow of electricity in a circuit by opening (breaking) or closing (completing) the path for current to travel.  <b>L3</b> The brightness of a bulb depends on the number of batteries (voltage) and the number of components in the circuit.  <b>L4</b> Thomas Edison was a famous inventor who improved the electric light bulb, helping to make electric lighting practical for everyday use.  <b>L5</b> A burglar alarm is an electrical circuit that includes a switch or sensor and a buzzer or light, and it is designed to activate when the circuit is completed or interrupted.	<b>Relevant Working Scientifically Skills from NC:</b>  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 enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  <b>Learning Like an Expert Skills:</b> <b>Researching the history of science and scientific discoveries.</b>  <b>Making predictions about what they think will happen.</b>	<b>L1</b> Circuit Symbol Battery Bulb Wire Diagram  <b>L2</b> Switch Open Closed Flow Current Component  <b>L3</b> Brightness Voltage Series Parallel Resistance Energy  <b>L4</b> Inventor Electricity Innovation Lightbulb Patent Edison

			<b>Observing and measuring.</b>  <b>Recording and analysing data.</b>  <b>Drawing conclusions.</b>  <b>Reporting findings.</b>  <b>Evaluating and raising further questions.</b>	<b>L5</b> Buzzer Sensor Trigger Device Alarm Connection
	<b>Sequence of Lessons:</b> 1) To understand and use symbols to represent electrical circuits 2) To investigate how switches work and affect components within an electrical circuit 3) To investigate the ways in which the brightness of a bulb can be affected in an electrical circuit 4) To research the work of a scientist key to the development of electricity: Thomas Edison 5) To use my knowledge of electricity to create a simple device: burglar alarms			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>WW2</b>  <b>End Point:</b> By the end of this unit, pupils will understand the causes of World War II and how it differed from previous conflicts. They will have explored the experiences of evacuees and reflected on the treatment of Jewish people during the war. Pupils will also learn about the significant events leading to the end of WW2, including the impact of the war on the world and how it shaped the future. They will be able to use key historical terms and concepts to discuss the events and consequences of the war, demonstrating a deeper understanding	<b>L1</b> World War Two began in 1939 when Germany, led by Adolf Hitler, invaded Poland, after years of political tension in Europe caused by the Treaty of Versailles, the rise of dictators, and economic hardship.  <b>L2</b> World War Two involved more countries, new technology like radar and aircraft, and large-scale bombing of cities, making it a truly global and more destructive war than any before it.  <b>L3</b> During World War Two, millions of children were evacuated from cities to the countryside to keep them safe from bombing raids, living with host families, often far from their homes.  <b>L4</b>	Have a clear understanding of the order of the time periods that they have studied and the duration of time between them.  Annotate a timeline with historical terms and facts, showing a sense of historical scale.  Comment on trends that happen over time.  Describe changes within a historical period considering social, political, cultural and technological changes and begin to identify the connections between different types of change.  Understand that there can be a number of causes for events in the past and begin to draw conclusions about which are more or less significant.  Construct and answer relevant historical questions with reasoned arguments and	<b>L1</b> Treaty Dictator Appeasement Invasion Fascism Alliance  <b>L2</b> Technology Aerial Blitz Rationing Totalitarian Warfare  <b>L3</b> Evacuation Countryside Host

	of the period.	<p>Under Nazi rule, millions of Jewish people were persecuted and killed during the Holocaust, a genocide that aimed to eliminate Jewish communities across Europe.</p> <p><b>L5</b> World War Two ended in 1945 after the surrender of Germany and Japan, leaving many countries in ruins, but it also led to the creation of the United Nations and a focus on rebuilding peace in Europe.</p>	<p>evidence that consider multiple perspective and provide a conclusion.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</p> <p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past, sourcing these independently where appropriate.</p> <p>Challenge the accuracy, validity and usefulness of historical sources and decide which are more reliable than others to answer a specific question.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Asking Questions</b></p> <p><b>Source Analysis</b></p> <p><b>Chronological Thinking</b></p> <p><b>Cause and Effect</b></p> <p><b>Historical Significance</b></p>	<p>Gas Mask Label Suitcase</p> <p><b>L4</b> Persecution Holocaust Genocide Ghetto Concentration Prejudice</p> <p><b>L5</b> Surrender Atomic bomb Rebuild Refugee Peace United Nations</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand the causes of WW2</li> <li>2) To investigate how WW2 was different to previous conflicts</li> <li>3) To learn about the evacuee experience in WW2</li> <li>4) To reflect on the treatment of Jewish people in WW2 <b>PC: Religion or Belief / BV: Tolerance</b></li> <li>5) To reflect on the end of WW2 and its impact</li> </ol> <p><b>Enquiry question:</b> How did World War II change people's lives, and what can we learn from it today?</p>			
<b>Geo</b>	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p><b>Rivers and the Water Cycle</b></p> <p><b>End Point:</b> By the end of this unit, pupils will understand the key features of rivers, including their role in the water cycle and the global distribution of major rivers. They will be able to describe the processes of evaporation, condensation, and precipitation, and how rivers contribute to these stages. Pupils will also investigate the impact of human activity on rivers, exploring ways to improve local rivers and prevent pollution. They will understand how natural phenomena like droughts and floods affect ecosystems and communities, recognising the importance of conservation and sustainable water management.</p>	<p><b>L1</b> A river is a natural flow of water that moves across land and eventually empties into a larger body of water, such as an ocean, sea, or lake. Major rivers like the Amazon, Nile, and Yangtze are important features of Earth's geography.</p> <p><b>L2</b> Rivers are part of the water cycle, as water flows from the land into rivers, and then into lakes and oceans. The water cycle includes processes like evaporation, condensation, and precipitation that keep water constantly moving across the Earth.</p> <p><b>L3</b> Local rivers can be improved through activities like reducing pollution, protecting natural habitats, and managing water levels to prevent flooding. People can work together to clean rivers and maintain their health for both nature and communities.</p> <p><b>L4</b> Droughts occur when there is a prolonged period of little or no rainfall, which can cause water shortages. This affects plants, animals, and people, as there is less water for drinking, farming, and wildlife habitats.</p> <p><b>L5</b> Floods happen when there is too much rain or water in an area, causing rivers and other bodies of water to overflow. This can damage homes, farmland, and ecosystems, affecting the people and animals that live there.</p>	<p>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features. Identify key topographical features of a number of cities including how these have changed over time.</p> <p>Confidently name and locate world countries including Russia, those in The Americas and Europe using maps. Be able to name major cities and key human and physical features of these counties concentrating on their environmental regions.</p> <p>Confidently describe and explain key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Making models, annotated drawings and field sketches to record observations.</p> <p>Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key.</p> <p>Designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).</p> <p>Designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development).</p> <p>Using standard field sampling techniques appropriately (e.g. taking water samples from a stream).</p> <p>Designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance.</p>	<p><b>L1</b> River Flow Geography Ocean Basin Tributary</p> <p><b>L2</b> Evaporation Condensation Precipitation Watershed Current Stream</p> <p><b>L3</b> Pollution Conservation Habitat Sustainability Floodplain Erosion</p> <p><b>L4</b> Drought Scarcity Irrigation Crop failure Reservoir Hydration</p> <p><b>L5</b> Flood Overflow Damage Erosion Evacuation Recovery</p>
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			<u>Learning Like an Expert Skills:</u>  <b>Asking questions about what they want to learn.</b>  <b>Using and creating maps.</b>  <b>Conducting fieldwork in an area of interest to them.</b>  <b>Interpreting data collected through fieldwork.</b>  <b>Making links and developing arguments.</b>  <b>Drawing conclusions.</b>  <b>Reporting findings.</b>	
	<b>Sequence of Lessons:</b> 1) To understand what a river is and locate major rivers around the world 2) To understand how rivers work and their role in the water cycle 3) To investigate the ways in which a local river could be improved 4) To understand how droughts affect living things 5) To understand how floods affect living things			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>Au1: Abstract Sculpture – Barbara Hepworth</b>  <b>End Point:</b> By the end of this unit, pupils will have developed an understanding of abstract sculpture through the study of Barbara Hepworth's work. They will have explored and experimented with	<b>L1</b> Barbara Hepworth was an influential British artist known for her abstract sculptures, which often incorporated organic forms and smooth curves. Her work was inspired by the natural world, particularly the landscape of Cornwall. Hepworth often used materials like wood, stone, and bronze, and her sculptures were designed to interact with their environment and the viewer.	Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time giving examples based on the artists they have studied, their historical context and how the use of artistic media has changed.  Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they	<b>L1</b> Sculpture Abstract Organic Bronze Landscape Form  <b>L2</b> Wire Frame

	<p>different materials, including chicken wire, to create their own wire frame sculptures. Pupils will have planned and created their final pieces, applying skills in shaping and moulding, and used paper and paint to complete their sculptures. Finally, they will evaluate their work, reflecting on their artistic decisions and the finished piece.</p>	<p><b>L2</b> Chicken wire is a versatile material often used in sculpture to create a lightweight frame. It can be shaped and moulded into various forms and is an ideal material for creating the underlying structure of a sculpture before applying heavier materials. When working with chicken wire, it's important to handle it carefully to avoid injury and to use tools like pliers to shape and secure the wire.</p> <p><b>L3</b> Planning for an abstract sculpture involves brainstorming different shapes, textures, and forms that reflect the artist's chosen theme. When planning a final piece, consider the size, material, and how the piece will be displayed. The selection of the final idea should be based on creativity, the feasibility of construction, and personal interest in the chosen form.</p> <p><b>L4</b> Building the wire frame is the first stage in creating an abstract sculpture. The frame provides support and helps define the overall structure. Careful shaping of the wire is essential, as this frame will determine the sculpture's form and will support the paper that will be added later.</p> <p><b>L5</b> After completing the wire frame, paper can be applied to build up the surface of the sculpture. Once the paper is dry, the sculpture can be painted and finished with colour to highlight textures and forms. Evaluation involves considering how well the sculpture conveys the intended abstract theme and whether the materials and techniques effectively represent the concept.</p>	<p>belonged to, key details from their life stories, the historical context they worked within and how they influenced others.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including detailed annotations about their feelings towards their work and its features including colour, line, shape, form and space and its relation to the work of celebrated artists and their historical context.</p> <p>Understand that sculpture is a way of creating 3D artworks which can be viewed from all angles and perspectives.</p> <p>Skilfully manipulate malleable materials like clay to create detailed objects in a variety of ways including rolling, shaping, kneading and imprinting, adding pattern and intricate detail using a range of carving tools.</p> <p>Use finishing techniques like smoothing, adding colour and glazing.</p> <p>Use basic wire frames for layering techniques.</p> <p>Develop a plan for a final piece based on several initial ideas, the media being used and the artist being studied and they stylistic conventions including information about colour, line, shape, form and space.</p> <p>Know the names of the primary and secondary colours and discuss these using the language of complementary colours, contrasting colours, hue, tint, tone and shade.</p> <p>Use the primary colours to mix secondary and tertiary using a colour wheel to inform their choices.</p> <p>Use white to lighten some colours or a complementary colour to darken showing</p>	<p>Shape Mould Structure Pliers</p> <p><b>L3</b> Plan Materials Concept Design Feasibility Selection Inspiration Colour</p> <p><b>L4</b> Support Structure Form Shape Secure Framework</p> <p><b>L5</b> Paper Texture Surface Paint Evaluate</p>
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DT			<p>the ability to confidently create a range of tones.</p> <p>Discuss and write detailed evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences with reasons based on colour, line, shape, form and space, including information about the stylistic conventions of the artist being studied and their historical context.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Analyse, interpret and appraise the work of other artists.</b></p> <p><b>Study the history of art and important changes over time.</b></p> <p><b>Practise, develop and refine new skills, techniques and materials in sketch books.</b></p> <p><b>Make plans and prototypes before creating a final piece.</b></p> <p><b>Write explanations and descriptions of their works of art.</b></p>	
	<p><b>Sequence of Lessons:</b></p> <p>1) To research, analyse and evaluate the work of Barbara Hepworth <b>PC: Sex</b></p> <p>2) To experiment with chicken wire to create basic frames</p> <p>3) To plan several ideas for my final piece and give reasons for selecting my favourite</p> <p>4) To begin my final piece (building wire frame)</p> <p>5) To finish my final piece (adding paper and colour) and evaluate it</p>			
DT	Theme	Knowledge	Skills	Key vocabulary and concepts



	<p><b>Au2: Anderson Shelters</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know how to design and construct a strong and stable structure using a wooden frame. They will understand how tools such as junior hacksaws, bench clips and G-clamps are used safely and effectively in model-making. Pupils will apply research about air raid shelters to inform their own designs and evaluate the effectiveness of their final product based on strength, accuracy and design criteria.</p>	<p><b>L1</b> Air raid shelters were designed to protect people during bombings in World War Two, and their structure and materials were chosen for strength, safety, and practicality.</p> <p><b>L2</b> Triangular shapes, cross-bracing, and careful tool use (such as a junior hacksaw, bench clip, and g-clamp) help to create strong, stable wooden frames.</p> <p><b>L3</b> Designs must meet clear criteria such as strength, stability, and appropriate size, and should be based on real historical examples.</p> <p><b>L4</b> Accurate measuring, cutting with a junior hacksaw, and joining using bench clips and clamps help ensure a safe and successful build.</p> <p><b>L5</b> Testing helps check whether the shelter meets the design criteria, and evaluation helps identify strengths and areas to improve.</p>	<p>Critically explore and evaluate existing products in relation to their purposes, whether they are well-designed, appealing, safe and sustainable.</p> <p>Name and describe the materials that a product is made from, offer some reasons why, suggest alternatives and explain their choices in terms of cost, safety and sustainability.</p> <p>Consider their own needs and research the needs of others through discussion, surveys, questionnaires and market research.</p> <p>Develop design criteria for a product, considering time, the availability of resources, cost and sustainability.</p> <p>Generate a number of initial ideas which include information about materials, tools, potential problems, cost and sustainability.</p> <p>Develop and communicate these ideas through annotated diagrams, templates, mock-ups and cross-sectional and exploded diagrams providing detailed information about how their product will work.</p> <p>Choose tools and utensils giving explanations that consider the safety and constraints of their choices.</p> <p>Make measurements using a range of units independently and accurately and explain why using certain units is desirable (nearest cm and mm).</p> <p>Select from a range of materials and components according to their functional properties, aesthetic qualities, cost and sustainability whilst discussing the disadvantages of others in these terms.</p>	<p><b>L1</b> Shelter Protection Structure Criteria Evaluate Research</p> <p><b>L2</b> Strengthen Triangle Stability Hacksaw Bench Clamp</p> <p><b>L3</b> Design Labelled Plan Measure Scale Features</p> <p><b>L4</b> Frame Join Cut Glue Secure Construct</p> <p><b>L5</b> Test Evaluate Improve Criteria Stable Durable</p>
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			<p>Independently cut and score materials with precision and neatness using a range of cutting tools.</p> <p>Join and combine materials with precision selecting the adhesives they will use and explaining their choices and the disadvantages of others options.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using techniques such as folding, rolling, corner supports and trusses in order to create more useful characteristics of products, explaining their choices and the effects they believe they will produce.</p> <p>Evaluate their products against detailed design criteria giving reasons for their thoughts, offering solutions and building these ideas into subsequent plans</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Research, Analyse and Evaluate Products Currently Available.</b></p> <p><b>Decide Upon a Set of Design Criteria for their own Products.</b></p> <p><b>Practise Using New Materials, Tools and Skills.</b></p> <p><b>Create Plans and Decide Upon the Final Design of their Product.</b></p> <p><b>Discuss their Product with Others and Receive Feedback.</b></p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To evaluate a range of different shelters and create a set of design criteria</li> <li>2) To investigate how to make a structure stronger and use a range of tools</li> <li>3) To design my model air raid shelter based on my research</li> <li>4) To build my model air raid shelter</li> <li>5) To test and evaluate my air raid shelter</li> </ol>			

# Computing

Theme	Knowledge	Skills	Key vocabulary and concepts
<p><b>Au1: Communication and Collaboration</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know that the internet allows people and devices to connect and communicate across the world. They will understand how data is broken into packets and transferred between devices using addresses such as IP and URLs. Pupils will be able to explain how online tools such as shared documents, video calls and messaging platforms support collaboration, and they will evaluate which methods are most effective in different situations. They will recognise that digital communication has benefits and challenges and understand how to use it responsibly.</p>	<p><b>L1</b> Every device on the internet has a unique address called an IP address, which helps information get to the right place.</p> <p><b>L2</b> Data is broken into small pieces called packets, which travel different routes across the internet and are reassembled when they arrive.</p> <p><b>L3</b> People can work together from different places by using online tools to share documents, messages, and ideas in real time.</p> <p><b>L4</b> Different tools, like shared documents or video calls, help people work together in different ways, and each has advantages depending on the task.</p> <p><b>L5</b> Technology allows us to communicate in many ways, such as emails, video calls, and instant messaging, which help us stay connected quickly and easily.</p>	<p>Recognise that data is transferred using agreed methods.</p> <p>Explain that internet devices have addresses.</p> <p>Describe how computers use addresses to access websites.</p> <p>Identify and explain the main parts of a data packet.</p> <p>Explain that data is transferred over networks in packets.</p> <p>Explain that all data transferred over the internet is in packets.</p> <p>Recognise how to access shared files stored online.</p> <p>Send information over the internet in different ways.</p> <p>Explain that the internet allows different media to be shared.</p> <p>Identify different ways of working together online.</p> <p>Recognise that working together on the internet can be public or private.</p> <p>Explain how the internet enables effective collaboration.</p> <p>Explain the different ways in which people communicate.</p>	<p><b>L1</b> Internet Address IP Domain Website URL</p> <p><b>L2</b> Data Packets Transfer Router Server Reassemble</p> <p><b>L3</b> Collaboration Share Document Edit Real-Time Communication</p> <p><b>L4</b> Evaluate Tool Video Chat Platform Feedback</p> <p><b>L5</b> Technology Message Email Call</p>

			<p>Identify that there are a variety of ways to communicate over the internet.</p> <p>Choose methods of communication to suit particular purposes.</p> <p><b><u>Learning Like an Expert Skills:</u></b>  <b>Use and experiment with computer programs and systems.</b></p> <p><b>Collaborate with other computer scientists.</b></p> <p><b>Take steps and precautions to remain safe online.</b></p>	Device Connection
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To explain the importance of internet addresses</li> <li>2) To recognise how data is transferred across the internet</li> <li>3) To explain how sharing information online can help people to work together</li> <li>4) To evaluate different ways of working together online</li> <li>5) To recognise how we communicate using technology</li> </ol>			
	<p><b>Au2: Web page Creation</b></p> <p><b>End Point:</b>  By the end of this unit, pupils will understand what makes a good website and the importance of layout, design, and content in creating an effective web page. They will know how to structure their web pages, consider the visual appeal, and ensure the information is accessible. Pupils will also gain an understanding of the concepts of copyright and ownership, making sure to give appropriate credit for images and content. Finally, they will be able to incorporate hyperlinks into their web pages to create easy</p>	<p><b>L1</b>  A good website is clear, easy to use, and has content that is interesting and helpful for its audience.</p> <p><b>L2</b>  Web pages are often laid out using headings, images, and text boxes so that information is organised and easy to follow.</p> <p><b>L3</b>  Text, images, and videos on websites are usually owned by someone, and we must have permission to use them.</p> <p><b>L4</b>  Colours, fonts, and layout affect how a website looks and how easy it is to read and use.</p>	<p>Explore a website.</p> <p>Discuss the different types of media used on websites.</p> <p>Recognise that websites are written in HTML.</p> <p>Identify the common features of a web page.</p> <p>Suggest media to include on a web page.</p> <p>Draw a web page layout that suits a specific purpose.</p> <p>Explain why copyright-free images should be used.</p> <p>Find copyright-free images.</p>	<p><b>L1</b>  Website  Navigation  Content  Audience  Design  Purpose</p> <p><b>L2</b>  Layout  Heading  Paragraph  Image  Section  Structure</p> <p><b>L3</b></p>

PE	navigation, improving the overall user experience.	<b>L5</b> Hyperlinks are links you can click on to move between web pages or websites.	Describe what is meant by the term 'fair use'.  Use technology respectfully and responsibly when online.  Add content to a personal web page.  Preview the appearance of a web page.  Evaluate how a web page looks on different devices and suggest or make edits.  Explain what a navigation path is.  Describe why navigation paths are useful.  Create multiple web pages and link them using hyperlinks.  <u><b>Learning Like an Expert Skills:</b></u>  <b>Use and experiment with computer programs and systems.</b>  <b>Collaborate with other computer scientists.</b>  <b>Take steps and precautions to remain safe online.</b>	Copyright Ownership Permission Credit Source Fair Use  <b>L4</b> Font Colour Style Theme Contrast Readability  <b>L5</b> Hyperlink Web Page Click URL Link Navigation
	<b>Sequence of Lessons:</b> 1) To think about what makes a good website 2) To think about how you would lay out your web page 3) To reflect on ownership and copyright 4) To think about the appearances 5) To learn about hyperlinks			
	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p><b>Au1: Indoor PE: Gymnastics</b></p> <p><b>End Point:</b></p> <p>By the end of this unit, pupils will understand what makes a good website and the importance of layout, design, and content in creating an effective web page. They will know how to structure their web pages, consider the visual appeal, and ensure the information is accessible. Pupils will also gain an understanding of the concepts of copyright and ownership, making sure to give appropriate credit for images and content. Finally, they will be able to incorporate hyperlinks into their web pages to create easy navigation, improving the overall user experience.</p>	<p><b>L1</b></p> <p>A roll is a basic gymnastic movement that involves moving your body over your head, keeping your body curved or in a tucked position. The straddle roll involves spreading your legs apart while rolling, and the forward and backward rolls are movements where you travel over the ground by rotating your body forward or backward.</p> <p><b>L2</b></p> <p>Counterbalance occurs when two people or objects work against each other to stay balanced, such as one person lifting another or holding a position. Counter tension refers to using opposing forces to create balance, such as pulling against someone else's force to maintain equilibrium.</p> <p><b>L3</b></p> <p>Jumping involves the use of force to propel the body off the ground. The height of a jump can be influenced by strength, technique, and the effort applied. Exploring the effect of height involves understanding how your body reacts during different jump types and how to control and land safely.</p> <p><b>L4</b></p> <p>Inverted movements are those performed upside down, such as handstands or headstands. Controlling inverted movements is essential for stability and balance, as they require proper alignment, core strength, and body awareness to prevent injury.</p> <p><b>L5</b></p> <p>This involves using your hands to push off the ground or apparatus in order to launch your body into the air, such as performing a vault or moving over bars. Understanding how to use flight involves controlling your body's</p>	<p>Combine and perform gymnastic actions, shapes, and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve quality.</p> <p>Lead a small group through a short warm-up routine.</p> <p>Use appropriate language to evaluate and refine personal and others' work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Understand what counterbalance and counter tension are and demonstrate examples with a partner.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Train to improve their general fitness.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p>	<p><b>L1</b></p> <p>Roll Straddle Tuck Rotation Balance Control</p> <p><b>L2</b></p> <p>Counterbalance Counter tension Equilibrium Force Stability Resistance</p> <p><b>L3</b></p> <p>Jump Height Propel Landing Take-off Control</p> <p><b>L4</b></p> <p>Inversion Handstand Headstand Balance Core Stability</p> <p><b>L5</b></p> <p>Flight Vault Push-off Landing Apparatus Control</p> <p><b>L6</b></p>
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		<p>movement mid-air for landing safely and with control.</p> <p><b>L6</b> A group sequence is a choreographed routine performed by multiple people. Formations refer to the arrangement of individuals in the space, and using apparatus allows for creative movement using equipment like mats, beams, or bars, helping to develop teamwork, coordination, and spatial awareness.</p>		<p>Sequence Formation Teamwork Apparatus Choreography Coordination</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To develop the straddle, forward and backward roll.</li> <li>2) To develop counter balance and counter tension.</li> <li>3) To develop jumps and explore the effect of height.</li> <li>4) To develop inverted movements with control.</li> <li>5) To use flight from hands to travel over apparatus.</li> <li>6) To create a group sequence using formations and apparatus.</li> </ol>			
	<p><b>Au1: Outdoor PE: Football</b></p> <p><b>End Point:</b> In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p><b>L1</b> Dribbling involves using the feet to control and move the ball while keeping it close. To maintain possession, players must use small, controlled touches and keep their body between the ball and the defender. Keeping the ball close and using the right amount of pressure with each touch helps maintain control.</p> <p><b>L2</b> Dribbling under pressure requires a player to keep the ball close while being challenged by an opponent. This requires good footwork, quick changes of direction, and the ability to stay calm. Players can use feints and changes in speed to maintain control and avoid defenders.</p> <p><b>L3</b> Deciding whether to pass or dribble depends on the situation. If a player has a clear path and space, dribbling might be the best option. If</p>	<p>Create and use space to help a team.</p> <p>Dribble, pass, receive, and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for a situation and make decisions quickly.</p> <p>Use marking, tackling, and/or interception to improve defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate their effectiveness.</p> <p>Recognise personal and others' strengths and areas for development and suggest ways to improve.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p>	<p><b>L1</b> Dribble Control Possession Touch Accuracy Balance</p> <p><b>L2</b> Pressure Dribble Control Agility Composure Defender</p> <p><b>L3</b> Pass Dribble Decision-making Skill</p>

		<p>they are surrounded or have teammates in better positions, passing is the better choice. Good decision-making involves understanding when to use each skill.</p> <p><b>L4</b> Creating space allows teammates to pass or dribble more effectively. Players can create space by moving into areas where they can receive the ball or by pulling defenders away from key areas. Supportive movement helps maintain possession and creates attacking opportunities.</p> <p><b>L5</b> Defensive techniques vary based on the situation. Marking prevents attackers from getting open, tackling regains possession, and intercepting passes disrupts the opponent's play. Effective defenders read the game, anticipate where the ball is going, and react quickly to the opponent's moves.</p> <p><b>L6</b> During a tournament, players must apply the rules of the game, use their skills efficiently, and understand the principles of teamwork, strategy, and sportsmanship. Every action on the field should support the team's objectives, and players must adapt to different opponents and match situations.</p>	<p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Train to improve their general fitness.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p> <p><b>Ensure that they behave in a fair and respectful way when competing.</b></p>	<p>Timing Awareness</p> <p><b>L4</b> Space Movement Support Positioning Off-the-ball Teamwork</p> <p><b>L5</b> Defend Marking Tackle Intercept Positioning Recovery</p> <p><b>L6</b> Rules Skills Principles Teamwork Strategy Tournament</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To maintain possession when dribbling.</li> <li>2) To dribble with control under pressure.</li> <li>3) To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>4) To move into and create space to support a teammate.</li> <li>5) To use the appropriate defensive technique for the situation.</li> <li>6) To apply rules, skills and principles to play in a tournament.</li> </ol>			



	<p><b>Au2: Outdoor: Tag Rugby</b></p> <p><b>End Point:</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p><b>L1</b></p> <p>In tag rugby, players must decide whether to run with the ball or pass based on the situation. Running is best when there is space or when a defender is too far away. Passing is important when a defender is close, or when a teammate is in a better position. Quick decision-making is key to maintaining possession and creating scoring opportunities.</p> <p><b>L2</b></p> <p>Moving into space allows teammates to pass the ball easily and helps maintain possession. Players should position themselves in open areas, away from defenders, so they can receive the ball. It's important to always stay within the boundaries of the game and follow the rules about offside and positioning.</p> <p><b>L3</b></p> <p>Defenders use various techniques, such as tagging, blocking passing lanes, and positioning themselves to intercept passes, to gain possession of the ball. A good defender stays focused, watches the attacker's movements, and uses their positioning to stop the attack while ensuring they make a clean tag according to the rules.</p> <p><b>L4</b></p> <p>Defending as a team requires communication, coordination, and strategic positioning. Defenders must stay together, communicate when to move up, cover each other, and make tackles effectively. By working as a unit, they can limit the attacking team's space and prevent scoring opportunities.</p> <p><b>L5</b></p> <p>Attacking skills include using speed, feints, side-steps, and changes of direction to beat a defender. Effective attackers also look for gaps</p>	<p>Create and use space to help a team.</p> <p>Pass and receive the ball with increasing control under pressure.</p> <p>Select the appropriate action for a situation and make decisions quickly.</p> <p>Tag opponents individually and when working within a unit.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate their effectiveness.</p> <p>Collaborate with others so that games run smoothly.</p> <p>Recognise personal and others' strengths and areas for development and suggest ways to improve.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Train to improve their general fitness.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p> <p><b>Ensure that they behave in a fair and respectful way when competing.</b></p>	<p><b>L1</b></p> <p>Rugby Tag Rugby Pass Space Decision-making Support Timing</p> <p><b>L2</b></p> <p>Position Support Space Offside Movement Teamwork</p> <p><b>L3</b></p> <p>Defender Tag Intercept Tackle Positioning Recovery</p> <p><b>L4</b></p> <p>Unit Communication Cover Teamwork Pressure Defensive line</p> <p><b>L5</b></p> <p>Feint Sidestep Break Acceleration Angle Deception</p> <p><b>L6</b></p>
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		<p>in the defense, use good timing for passing, and understand when to make a break or pass the ball to a teammate. Variation in attacking skills can confuse defenders and create space.</p> <p><b>L6</b> In a tournament, players must apply the rules of tag rugby, such as tagging correctly, staying onside, and ensuring the game is fair. They must also use their skills, like passing, running, and defending, and follow team tactics, such as positioning and support play, to win matches. Adapting to different opponents and remaining focused on teamwork are essential in competitive play.</p>		<p>Tactics Rules Strategy Teamwork Tournament Adaptation</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To select the appropriate skill, choosing when to run and when to pass.</li> <li>2) To move into space to support a teammate abiding by the rules.</li> <li>3) To use defending skills to gain possession.</li> <li>4) To work as a defending unit to prevent attackers from scoring</li> <li>5) To use a variety of attacking skills to beat a defender.</li> <li>6) To apply rules, skills and tactics learnt to play in a tournament.</li> </ol>			
	<p><b>Au2: Indoor: Dance</b></p> <p><b>End Point:</b> In this unit pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the</p>	<p><b>L1</b> Confidence in dance comes from repetition and practice. By copying and repeating movements, dancers build muscle memory, helping them perform with more fluidity and control.</p> <p><b>L2</b> Collaboration in dance allows for the sharing of ideas and creativity. Working with others helps refine movements and allows for the integration of different styles, creating a more dynamic performance.</p> <p><b>L3</b> Dynamics refer to the variation in speed, energy, and strength in dance movements. Adjusting dynamics in response to the stimulus</p>	<p>Choreograph a dance and work safely using a prop.</p> <p>Lead a small group through a short warm-up routine.</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Refine the use of actions, dynamics, and relationships to represent ideas, emotions, feelings, and characters.</p> <p>Use appropriate language to evaluate and refine personal and others' work.</p> <p>Use feedback provided to improve the quality of work.</p>	<p><b>L1</b> Confidence Repetition Muscle memory Movement phrase Precision Flow</p> <p><b>L2</b> Collaboration Creativity Interaction Choreography Improvisation Synchronisation</p> <p><b>L3</b></p>

	<p>opportunity to lead others through short warm ups.</p>	<p>(such as music or theme) makes a dance more expressive and interesting.</p> <p><b>L4</b> Bhangra dance is characterized by its energetic movements and rhythmic patterns. Understanding rhythm and maintaining energy helps dancers stay in sync with the music and fully convey the vibrancy of the style.</p> <p><b>L5</b> Timing, formations, and direction are key components in group dances like bhangra. Dancers must be aware of these elements to ensure coordination and to create visually engaging group movements.</p> <p><b>L6</b> Bhangra dances often involve sequences of movements that must be carefully structured to ensure they flow. Choosing the right movements, ordering them logically, and arranging dancers in various formations adds to the aesthetic impact of the dance.</p>	<p>Work creatively and imaginatively on own, with a partner, and in a group to choreograph and structure dances.</p> <p><u><b>Learning Like an Expert Skills:</b></u></p> <p><b>Observe other professionals performing at a high level.</b></p> <p><b>Practise key skills repeatedly.</b></p> <p><b>Train to improve their general fitness.</b></p> <p><b>Receive feedback from coaches.</b></p> <p><b>Practise maneuvers, set pieces and tactics with team mates.</b></p>	<p>Dynamics Energy Speed Intensity Strength Variation</p> <p><b>L4</b> Rhythm Timing Energy Motif Pulse Expression</p> <p><b>L5</b> Bhangra Timing Formation Direction Coordination Synchronisation Formation</p> <p><b>L6</b> formations Sequence Structure Choreography Movement Selection Group Formation Transition</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To copy and repeat a dance phrase showing confidence in movements.</li> <li>2) To work with others to explore and develop the dance idea</li> <li>3) To use changes in dynamics in response to the stimulus.</li> <li>4) To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</li> <li>5) To perform a bhangra dance, showing an awareness of timing, formations and direction.</li> <li>6) To select, order, structure and perform movements in a bhangra style, showing various group formations.</li> </ol>			

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Au1: How do Christians decide to live?</b></p> <p><b>End Point:</b></p> <p>By the end of this unit, pupils will know that Christians try to live by the teachings of Jesus, especially his two commandments to love God and love their neighbours. They will be able to explain how gospel texts influence Christian actions and choices, and give examples of how Christians show love and care through worship and service. Pupils will also understand that people of other faiths and non-religious worldviews are guided by their own values and beliefs to help others and make a positive difference in the world.</p>	<p><b>L1</b> Christians believe that Jesus taught the most important commandments are to love God and to love your neighbour as yourself.</p> <p><b>L2</b> Christians use Jesus's teachings in the Gospels—such as the Sermon on the Mount and parables—to guide how they live their daily lives.</p> <p><b>L3</b> Christians show love for God through worship, prayer, reading the Bible and making choices that reflect their faith.</p> <p><b>L4</b> Christians try to love their neighbours by showing kindness, forgiveness, generosity and standing up for justice.</p> <p><b>L5</b> People of other faiths and non-religious worldviews also care for others because of their values, such as justice, compassion and fairness.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Reading religious texts.</b></p> <p><b>Exploring the emotional and sensory world of religion.</b></p> <p><b>Discussing and debating beliefs and reasoning.</b></p>	<p><b>L1</b> Commandment Love God Neighbour Teaching Obedience</p> <p><b>L2</b> Gospel Parable Faith Obey Sermon Trust</p> <p><b>L3</b> Worship Prayer Bible Belief Devotion Commitment</p> <p><b>L4</b> Kindness Forgiveness Charity Service Respect Compassion</p> <p><b>L5</b> Faith Values Justice Equality</p>

			Responsibility Community
<b>Sequence of Lessons:</b> 1) To explore and reflect upon Jesus's two commandments 2) To explore gospel texts which guide Christians' actions (Matthew 7:24-27/Matthew 5-7/Luke7:1-10) 3) To reflect upon how Christians follow the commandment to love God 4) To reflect upon how Christians follow the commandment to love their neighbours 5) To explore how and why people of other faiths and non-religious people help others in need  <b>All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief</b>  <b>NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources</b>			
<b>Au2: What does it mean to be a Muslim in Britain today?</b>  <b>End Point:</b> By the end of this unit, pupils will know that Muslims in Britain are a diverse community who follow shared beliefs and practices. They will understand that the Five Pillars of Islam provide guidance on how Muslims should live and that the Qur'an, Sunnah and Hadith are important sources of authority. Pupils will be able to explain how the design and use of a mosque reflects key Muslim beliefs and describe how faith can influence a Muslim's daily life, including acts of worship, charity and community involvement.	<b>L1</b> Muslims make up a significant part of the British population, and there are different groups within Islam, such as Sunni and Shia, who may practise their faith in slightly different ways.  <b>L2</b> The Five Pillars of Islam are core practices that guide Muslims in their daily lives, offering spiritual discipline and community belonging, but also requiring commitment and sacrifice.  <b>L3</b> The Qur'an is the holy book of Islam, believed by Muslims to be the word of God revealed to Prophet Muhammad, and it provides guidance on how Muslims should live and treat others.  <b>L4</b> The Sunnah and Hadith are collections of the Prophet Muhammad's words and actions, which Muslims follow to help understand and apply Islamic teachings in everyday life.  <b>L5</b> Mosques are places of worship for Muslims, designed to reflect the importance of prayer, cleanliness, unity and the belief in one God,	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i> ; Muhammad as the Messenger, Qur'an as the message).  Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet).  Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art).  Give evidence and examples to show how Muslims put their beliefs into practice in different ways.  Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today.  Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims	<b>L1</b> Census Muslim Community Sunni Shia Diversity  <b>L2</b> Five Pillars Faith Discipline Commitment Charity  <b>L3</b> Qur'an Revelation Prophet Guidance Respect Obedience  <b>L4</b> Sunnah Hadith Tradition Example

		often including features like a prayer hall, minaret and mihrab.	<p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Reading religious texts.</b></p> <p><b>Exploring the emotional and sensory world of religion.</b></p> <p><b>Discussing and debating beliefs and reasoning.</b></p>	<p>Practice Leadership</p> <p><b>L5</b></p> <p>Mosque Worship Prayer Minaret Mihrab Unity</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To use census data to explore Islam in Britain and understand there are different Muslim groups</p> <p>2) To reflect upon how the five pillars of Islam and the benefits and challenges they bring to Muslims</p> <p>3) To investigate the significance of the Qur'an for Muslims and how it is used to guide their lives</p> <p>4) To investigate how other forms of guidance (Sunnah and Hadith) guide Muslims how to live</p> <p>5) To reflect upon how the design and purpose of a mosque/masjid reflect Muslim beliefs</p> <p><b>All lessons: BV: Tolerance / Mutual Respect. PC: Religion or Belief</b></p> <p><b>NB: Please consult the RE scheme of work for more extensive lesson ideas and links to resources</b></p>			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Au1: Being me in my world</b></p> <p><b>End Point:</b></p> <p>By the end of this unit, pupils will understand that they have personal goals, rights, and responsibilities within their school, community and the wider world. They will be able to explain how their actions affect others both locally and globally, and recognise how individual behaviour can impact group dynamics. Pupils will</p>	<p><b>L1</b></p> <p>Everyone has goals, and it's normal to feel worried about new challenges—talking about these feelings can help us manage them.</p> <p><b>L2</b></p> <p>All children around the world have rights, such as the right to be safe, to learn, and to be treated fairly.</p> <p><b>L3</b></p> <p>What we do can make a difference not just in our local community, but also to people in other parts of the world.</p>	<p>Make others feel welcomed and valued.</p> <p>Express their own wants and needs.</p> <p>Compare their life with the lives of those less fortunate.</p> <p>Demonstrate empathy and understanding towards others.</p> <p>Demonstrate the attributes of a positive role-model.</p> <p>Take positive action to help others.</p>	<p><b>L1</b></p> <p>Goals Worries Aspirations Confidence Support Reflection</p> <p><b>L2</b></p> <p>Rights Equality Respect Protection</p>

	<p>also understand the importance of making responsible choices, including managing screen time to support their health and well-being.</p>	<p><b>L4</b> The choices we make can have positive or negative effects, and it's important to think ahead about what might happen.</p> <p><b>L5</b> One person's actions can affect how a whole group works and feels, either by helping or making things harder.</p> <p><b>L6</b> Spending too much time on screens can affect our sleep, mood, and health, so it's important to take breaks and stay active.</p>	<p>Contribute positively towards a group task.</p> <p>Explain and demonstrate what effective group work is.</p> <p>Explain and demonstrate how to regulate their emotions.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Take part in discussion and debate.</b></p> <p><b>Reflect upon their feelings and how others feel.</b></p> <p><b>Learn about the lives of others and find similarities and differences.</b></p> <p><b>Identify problems and challenges and try to think of solutions.</b></p> <p><b>Think about society and how they can make it a better place.</b></p>	<p>Responsibility Freedom</p> <p><b>L3</b> Actions Impact Community Global Choices Consequences</p> <p><b>L4</b> Behaviour Choices Consequences Responsibility Self-control Decision-making</p> <p><b>L5</b> Teamwork Influence Respect Contribution Cooperation Disruption</p> <p><b>L6</b> Screen Balance Health Well-being Focus Habit</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To identify my goals for this year and reflect on my fears and worries</li> <li>2) To know that there are universal rights for all children</li> <li>3) To understand that my actions affect other people locally and globally</li> <li>4) To be able to make choices about my behaviour and understand consequences</li> <li>5) To understand how an individual's behaviour can impact on a group positively and negatively</li> <li>6) <b>Online Saftey: Sheffield Scheme: Digital 5-a-day (L4): LC: To recognise that too much screen time can be bad for us</b></li> </ol>			

	<div data-bbox="219 209 528 236" data-label="Section-Header"> <h2>Au2: Celebrating Difference</h2> </div> <div data-bbox="219 301 338 325" data-label="Section-Header"> <h3>End Point:</h3> </div> <div data-bbox="219 341 645 726" data-label="Text"> <p>By the end of this unit, pupils will understand that people are all different and that these differences should be respected and celebrated. They will be able to explain how difference can affect people's lives and recognise the impact of bullying or exclusion. Pupils will understand what to do if they witness bullying and know how to value themselves and others. They will also know that their personal information must be protected online.</p> </div> <div data-bbox="674 178 703 202" data-label="Section-Header"> <h4>L1</h4> </div> <div data-bbox="674 210 1189 333" data-label="Text"> <p>People have different backgrounds, beliefs, and abilities, so the idea of what is "normal" can vary depending on culture, society, or personal experience.</p> </div> <div data-bbox="674 373 703 397" data-label="Section-Header"> <h4>L2</h4> </div> <div data-bbox="674 405 1144 529" data-label="Text"> <p>Being different can lead to both positive experiences and challenges, such as feeling proud of individuality or facing exclusion or misunderstanding.</p> </div> <div data-bbox="674 569 703 593" data-label="Section-Header"> <h4>L3</h4> </div> <div data-bbox="674 601 1189 726" data-label="Text"> <p>Power can be shown through actions or influence, and sometimes people or groups use power unfairly, which can lead to bullying or discrimination.</p> </div> <div data-bbox="674 766 703 790" data-label="Section-Header"> <h4>L4</h4> </div> <div data-bbox="674 798 1122 922" data-label="Text"> <p>People may bully others because of fear, insecurity or learned behaviour; if we see bullying, we should speak up, support the victim, and tell a trusted adult.</p> </div> <div data-bbox="674 962 703 986" data-label="Section-Header"> <h4>L5</h4> </div> <div data-bbox="674 994 1144 1118" data-label="Text"> <p>Everyone is unique, and by showing respect and kindness, we can celebrate and value differences in personality, background, or ability.</p> </div> <div data-bbox="674 1158 703 1182" data-label="Section-Header"> <h4>L6</h4> </div> <div data-bbox="674 1190 1167 1283" data-label="Text"> <p>Information like full names, addresses, passwords and photos should be kept private online to stay safe and protect our identities.</p> </div> <div data-bbox="1220 178 1713 236" data-label="Text"> <p>Empathise with people who are different and be aware of my own feelings towards them.</p> </div> <div data-bbox="1220 276 1637 333" data-label="Text"> <p>Identify feelings associated with being excluded.</p> </div> <div data-bbox="1220 373 1733 430" data-label="Text"> <p>Be able to recognise when someone is exerting power negatively in a relationship.</p> </div> <div data-bbox="1220 470 1700 563" data-label="Text"> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</p> </div> <div data-bbox="1220 603 1711 660" data-label="Text"> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario.</p> </div> <div data-bbox="1220 700 1673 793" data-label="Text"> <p>Express their thoughts and feelings about prejudice and discrimination and why it happens.</p> </div> <div data-bbox="1220 833 1615 857" data-label="Text"> <p>Appreciate people for who they are.</p> </div> <div data-bbox="1220 896 1505 920" data-label="Text"> <p>Show empathy for others.</p> </div> <div data-bbox="1220 962 1547 986" data-label="Section-Header"> <h3><u>Learning Like an Expert Skills:</u></h3> </div> <div data-bbox="1220 1026 1612 1050" data-label="Text"> <p><b>Take part in discussion and debate.</b></p> </div> <div data-bbox="1220 1090 1695 1147" data-label="Text"> <p><b>Reflect upon their feelings and how others feel.</b></p> </div> <div data-bbox="1220 1187 1657 1243" data-label="Text"> <p><b>Learn about the lives of others and find similarities and differences.</b></p> </div> <div data-bbox="1220 1283 1704 1339" data-label="Text"> <p><b>Identify problems and challenges and try to think of solutions.</b></p> </div> <div data-bbox="1220 1378 1731 1436" data-label="Text"> <p><b>Think about society and how they can make it a better place.</b></p> </div> <div data-bbox="1765 178 1794 202" data-label="Section-Header"> <h4>L1</h4> </div> <div data-bbox="1765 210 1897 399" data-label="Text"> <p>Difference Diversity Normal Belief Culture Acceptance</p> </div> <div data-bbox="1765 438 1794 462" data-label="Section-Header"> <h4>L2</h4> </div> <div data-bbox="1765 470 1877 660" data-label="Text"> <p>Unique Exclusion Inclusion Empathy Respect Challenge</p> </div> <div data-bbox="1765 700 1794 724" data-label="Section-Header"> <h4>L3</h4> </div> <div data-bbox="1765 732 1926 922" data-label="Text"> <p>Power Influence Fairness Discrimination Inequality Responsibility</p> </div> <div data-bbox="1765 962 1794 986" data-label="Section-Header"> <h4>L4</h4> </div> <div data-bbox="1765 994 1888 1182" data-label="Text"> <p>Bullying Bystander Support Courage Awareness Kindness</p> </div> <div data-bbox="1765 1222 1794 1246" data-label="Section-Header"> <h4>L5</h4> </div> <div data-bbox="1765 1254 1933 1444" data-label="Text"> <p>Appreciation Strength Individuality Acceptance Value Understanding</p> </div>
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				<b>L6</b> Privacy Information Identity Protection Safety Consent
	<b>Sequence of Lessons:</b> 1) To know that there are different ideas of what normal means 2) To understand how being different could affect someone's life 3) To explain how one person or group can have power over another 4) To know why people bully and what to do if I witness it 5) To appreciate people for who they are. <b>6) Online Saftey: Sheffield Scheme: Personal Information, Terms and Conditions (C2): LC: To understand that our personal information must be protected</b>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	<b>Au1: Introduction to the Ukulele</b>  <b>End Point:</b> By the end of this unit, pupils will know how to hold and strum a ukulele confidently. They will understand how to play the C and G major chords and be able to switch between them in time with a steady beat. Pupils will be able to accompany simple songs using these chords and perform them with accuracy and enjoyment.	<b>L1</b> The ukulele is a small stringed instrument that is strummed or plucked and must be held correctly to play clearly.  <b>L2</b> The C Major chord is played by pressing the third fret of the bottom string, and it is one of the easiest chords to learn on the ukulele.  <b>L3</b> The C Major chord can be used to accompany simple songs like "Row, Row, Row Your Boat" by strumming in time with the beat.  <b>L4</b> The G Major chord uses three fingers on the fretboard and requires coordination to switch to and from other chords.  <b>L5</b>	Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.  Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.  Give opinions about their own and others' music sensibly and justify these well.  Pick out strengths and weaknesses their own and other's work.  Make specific comments and justify these well.  Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.	<b>L1</b> Ukulele Strum Fret String Instrument Posture  <b>L2</b> Chord C Fretboard Tuning Pluck Finger  <b>L3</b> Melody Beat Tempo Strumming

		<p>The G Major chord can be combined with the C Major chord to play simple two-chord songs like "Head, Shoulders, Knees and Toes."</p>	<p>Sing and play with a clear sense of the style of the music.</p> <p>Maintain a given part well when singing or playing in a group performance or rehearsal.</p> <p>Maintain a strong sense of pulse and I know when the performance is going out of time.</p> <p>Maintain good posture when playing or singing</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listen to and appraise the music of others.</b></p> <p><b>Practise, develop and refine new musical skills.</b></p>	<p>Verse Repetition</p> <p><b>L4</b> G Chord Shape Position Transition Practice</p> <p><b>L5</b> Performance Rhythm Accompaniment Sequence Coordination Confidence</p>
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To become familiar with the ukulele and how to strum</li> <li>2) To learn how to play the C Major chord</li> <li>3) To use the C Major chord in a simple song (Row, Row, Row Your Boat)</li> <li>4) To learn how to play the G Major chord</li> <li>5) To use the G Major chord in a simple song (Head, Shoulders, Knees and Toes)</li> </ol>				

	<p><b>Au2: Christmas Celebration Singing:</b></p> <p><b>End Point:</b> By the end of this unit, pupils will know how to play a Christmas song on the ukulele, using the chords C and G7. They will be able to perform the song with attention to melody, pitch, and dynamics, understanding the importance of expression in their playing. Pupils will also gain experience in participating in a dress rehearsal, collaborating with others to prepare for a public performance, and applying the skills they've learned in a live setting.</p>	<p><b>L1</b> Listening to and appraising Christmas songs helps us understand the mood, style, and structure of the music. By focusing on the lyrics, melody, and harmony, we can recognize the emotions and themes expressed through the song.</p> <p><b>L2</b> Learning the chords C and G7 on the ukulele is key to playing many songs. These chords are commonly used in many Christmas songs and will form the foundation of our performance.</p> <p><b>L3</b> Practising the melody and pitch of our Christmas song ensures that we can sing or play the song accurately. By focusing on pitch, we can create a clearer, more musical version of the song.</p> <p><b>L4</b> Practising dynamics helps us control the volume and intensity of the music. By varying the loudness and softness of our playing, we can add expression and emotion to our performance.</p> <p><b>L5</b> Taking part in a full dress rehearsal allows us to practice performing the entire song in costume with other classes. It helps us prepare for the final performance, making sure we are confident and ready for the audience.</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others' music sensibly and justify these well.</p> <p>Pick out strengths and weaknesses their own and other's work.</p> <p>Make specific comments and justify these well.</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>Sing and play with a clear sense of the style of the music.</p> <p>Maintain a given part well when singing or playing in a group performance or rehearsal.</p> <p>Maintain a strong sense of pulse and I know when the performance is going out of time.</p> <p>Maintain good posture when playing or singing</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p>	<p><b>L1</b> Melody Harmony Lyrics Structure Mood Theme</p> <p><b>L2</b> Chord Ukulele Finger placement Tuning Strumming Progression</p> <p><b>L3</b> Melody Pitch Accuracy Tune Interval Range</p> <p><b>L4</b> Dynamics Volume Softness Loudness Expression Intensity</p> <p><b>L5</b> Rehearsal Performance Confidence Stage presence Costume Timing</p>
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			<p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p><b><u>Learning Like an Expert Skills:</u></b>  <b>Listen to and appraise the music of others.</b></p> <p><b>Practise, develop and refine new musical skills.</b></p> <p><b>Practise and rehearse their own compositions.</b></p> <p><b>Perform their compositions to others.</b></p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To listen to an appraise our Christmas songs</li> <li>2) To learn the chords to our Christmas song on the Ukulele (C, G7)</li> <li>3) To practise playing our song with an emphasis on melody and pitch</li> <li>4) To practise playing our song with an emphasis on dynamics</li> <li>5) To take part in a full dress rehearsal with other classes</li> </ol> <p><b>NB: Each class to have a different Christmas song to learn to play. Each of these use the same two chords (C, G7): Feliz Navidad, Deck the Halls and Jingle Bells.</b>  <a href="https://simplemusicteaching.com/2018/12/01/ukulelechristmascarols/">https://simplemusicteaching.com/2018/12/01/ukulelechristmascarols/</a></p>			
French	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Au1: Actions</b></p> <p><b>(Y5 – On Holiday)</b></p> <p><b>End Point:</b>  This unit is all about actions. It begins with a song about looking for a pirate, which includes some useful prepositions. During the course of the</p>	<p><b>L1</b>  “En bas” (“down there”) can also mean “downstairs” when talking about something’s position inside a building, and “en haut” (“up there”) can also mean “upstairs”.</p> <p>Unlike in English, the verb “chercher” (“to look for”) is not followed by a preposition — “Je cherche le pirate.” (“I’m looking <b>for</b> the pirate.”).</p>	<p>Recognise past tense verbs and say some perfect past tense sentences.</p> <p>Understand and use some of the adverbs from the unit.</p> <p>Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone’s actions.</p>	<p><b>L1</b>  je cherche  I’m looking for  en bas  down there  en haut  up there  à droite  to the right  à gauche  to the left</p>

	<p>unit, pupils will learn a selection of common verbs and how to use them with some simple adverbs. The unit also includes vocabulary associated with craft activities and treasure hunts. The final lesson contains a fun story about a pirate who is looking for some treasure.</p>	<p>“Je cherche...” can be translated as “I’m looking for...” or “I look for...” — both are correct.</p> <p>“Je cherche à droite” (“I’m looking to the right”) — even though the pirate isn’t mentioned here, we know that it actually means “Je cherche (le pirate) à droite” (“I’m looking (<b>for</b> the pirate) to the right”). This is why the verb “chercher” (“to look <b>for</b>”) is used, rather than “regarder” (“to look”).</p> <p>“Est-il...?” (“Is he...?”) — this question has been formed by inverting the verb and the pronoun.</p> <p>“Il n’est pas là.” (“He isn’t there.”) — negative sentences are formed by sandwiching “ne” and “pas” around the verb. Here, the “e” in “ne” has been replaced with an apostrophe because it’s followed by a word which begins with a vowel.</p> <p><b>L2</b></p> <p>The verbs on the Present Vocab screen are all in the first person singular present tense form. They are used in the third person singular present tense form in Question and Answer 2.</p> <p>If you want to say “a lot of X” you say “beaucoup de X” — “de” never changes here.</p> <p>The responses in the Question and Answer screens all use the adverb “beaucoup” (“a lot”), but you could also replace “beaucoup” with “un peu” (“a bit”). For Example, “Je cours un peu.” (“I’m running a bit.”) or “Elle chante un peu.” (“She is singing a bit.”)</p> <p>The word “ami” (“friend”) changes to “amie” when you’re talking about one female friend. However, the masculine singular possessive pronouns are still used — “mon amie” (“my</p>	<p>Develop knowledge of sentences in French and use model sentences to make new ones.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listening to others speak the language.</b></p> <p><b>Reading texts in the language.</b></p> <p><b>Talking with others in the language.</b></p> <p><b>Looking for patterns and similarities.</b></p>	<p>partout everywhere dans le magasin in the shop dans le parc in the park dans la bibliothèque in the library</p> <p><b>L2</b></p> <p>je ris I'm laughing je pleure I'm crying je parle I'm talking je marche I'm walking je cours I'm running je danse I'm dancing je chante I'm singing beaucoup a lot un peu a bit</p> <p><b>L3</b></p> <p>le placard the cupboard la peinture the paint le carton the cardboard le pinceau the paintbrush les paillettes (f) the glitter le papier de soie</p>
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	<p>female friend”), “ton amie” (“your female friend”).</p> <p><b>L3</b>  “Les paillettes” (“the glitter”) is a feminine plural noun, even though it’s singular in English. Encourage pupils to think about how a pot of glitter is actually full of lots of tiny pieces to help them remember that it’s always plural in French.</p> <p>“Le papier feutre” means “the felt”. You might want to remind pupils how to say “some felt-tip pens” (“des feutres”) from Unit N, Lesson 5, and highlight the differences so that they don’t get the words confused.</p> <p>“Mets” is the second person singular informal version of the verb “mettre” (“to put”) — it is also spelt like this in the first person singular form.</p> <p>“Dans” is a useful preposition to learn — it means “in” or “inside”.</p> <p><b>L4</b>  The verbs on the vocabulary list are all written in their first person singular form.</p> <p>“J’écris” (“I write”) — the “e” from “je” has been replaced by an apostrophe to avoid two vowels being next to each other. Saying “je écris” would sound awkward and disrupt the flow of the sentence.</p> <p>Many French adverbs are formed by adding “ement” to the end of the adjective — “lent” (“slow”) becomes “lentement” (“slowly”). However, “vite” (“quickly”) doesn’t follow this pattern — you can also say “rapidement” (“quickly”).</p>	<p>the tissue paper  le papier feutre  the felt  la laine  the wool  le ruban adhésif  the sticky tape</p> <p><b>L4</b>  je bois  I drink  je frappe  I knock  je conduis  I drive  je monte  I go up  je descend  I go down  je tourne  I turn  j’écris  I write  vite  quickly  lentement  slowly</p> <p><b>L5</b>  un fossile  a fossil  une bouteille video  an empty bottle  une vieille botte  an old boot  une coquille  a shell  un galet  a pebble  du bois flottant  some driftwood  le trésor</p>
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		<p>If you want to change Question and Answer 2 to be about a female character, you just need to substitute “il” (“he”) for “elle” (“she”) — “Est-ce qu’elle ... lentement?” (“Does she ... slowly?”). The verb will stay the same because “he” and “she” are both third person singular pronouns.</p> <p><b>L5</b>  “Du bois flottant” (“some driftwood”) — “du” (“some”) is used here, instead of an indefinite article, because, just like in English, “le bois flottant” is an unquantifiable noun.</p> <p>The question in Question and Answer 1 has been formed using “Qu’est-ce que...?” (“What...?”).</p> <p>Both of the Question and Answer screens are written in the perfect past tense.</p>		<p>the treasure  un canard en plastique  a rubber duck</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn the words of a song</li> <li>2) To learn how to use the third person singular</li> <li>3) To learn how to use the verb ‘to put’</li> <li>4) To learn a range of verbs in French</li> <li>5) To learn how to use the verb ‘to find’</li> </ol>			
	<p><b>Au2: In France</b></p> <p><b>(Y5 – Eating Out)</b></p> <p><b>End Point:</b>  This unit is all about France — it introduces pupils to some French foods, the location of some French cities and some popular tourist attractions in Paris. The unit begins with the traditional French song “<i>Sur le pont d’Avignon</i>” (“On the Bridge of Avignon”), and ends with a recipe for a</p>	<p><b>L1</b>  “On” is used to mean “we” here, but it can also be used to mean “you” or “one” or “they”</p> <p>“<i>Les messieurs</i>” means “the gentlemen”, but if you want to talk about one gentleman it’s “<i>un monsieur</i>” watch out for the irregular spelling.</p> <p>To say “one lady” just say “<i>une dame</i>” — remember that it’s a feminine noun, so any adjectives you use with it must be in the feminine form.</p>	<p>Build sentences in the perfect past tense about what they have eaten using a model to help.</p> <p>Follow and understand the main points and some of the detail from the recipe.</p> <p>Prepare and present a short presentation with little or no help.</p> <p>Take part in oral activities with little help.</p> <p>Ask questions unprompted in the second person singular using the correct intonation.</p>	<p><b>L1</b>  <i>le pont</i>  the bridge  <i>les messieurs</i> (m)  the gentlemen  <i>les dames</i> (f)  the ladies  <i>les jardiniers</i> (m)  the gardeners  <i>les enfants</i> (m)  the children  <i>les animaux</i> (m)  the animals  <i>les oiseaux</i> (m)</p>

	<p>popular French snack — the croque-monsieur. Pupils will also learn how to say the points of the compass, how to say some more past tense verbs and how to discuss which countries speak French.</p>	<p>There are two different words for “gardener” in French. If he’s a male gardener you say “<i>le jardinier</i>”, but if she’s a female gardener you say “<i>la jardinière</i>”. Lots of jobs have a male and a female version — take a look at Unit U — Jobs for more examples.</p> <p>“<i>Un enfant</i>” (“a child”) is a masculine noun that refers to both male and female children.</p> <p>Don’t worry about the “<i>L</i>” at the start of “<i>L’on y danse...</i>” — it doesn’t really mean anything, it just makes the song flow better and easier to sing.</p> <p>“<i>Y</i>” means “there”. In the song, “there” refers to “<i>le pont d’Avignon</i>” — you use “<i>y</i>” so you don’t have to repeat the name of the place. You could translate “<i>L’on y danse</i>” as “We are dancing there”, but you don’t need to include “there” in English.</p> <p>“<i>Tous</i>” means “all” — it’s the masculine plural version of “<i>tout</i>”.</p> <p>“<i>Beaux</i>” means “beautiful” or “handsome” — it’s the masculine plural version. The feminine plural version is “<i>belles</i>”. This is one of a few adjectives that can come before the noun.</p> <p>“<i>Font</i>” is the third person plural of “<i>faire</i>” (“to do”).</p> <p><b>L2</b></p> <p>“<i>De la</i>” means “of” — you need to use this version because “<i>la France</i>” is a feminine noun.</p> <p>“<i>Où</i>” means “where” — it’s useful for asking questions.</p>	<p>Recognise and understand that “<i>on</i>” has several meanings in French.</p> <p><b><u>Learning Like an Expert Skills:</u></b></p> <p><b>Listening to others speak the language.</b></p> <p><b>Reading texts in the language.</b></p> <p><b>Talking with others in the language.</b></p> <p><b>Looking for patterns and similarities.</b></p>	<p>the birds <i>danser</i> to dance <i>chanter</i> to sing</p> <p><b>L2</b> <i>Paris</i> Paris <i>Lyon</i> Lyon <i>Bordeaux</i> Bordeaux <i>Avignon</i> Avignon <i>le nord de la France</i> the north of France <i>le sud de la France</i> the south of France <i>l'ouest de la France</i> the west of France <i>l'est de la France</i> the east of France</p> <p><b>L3</b> la tour Eiffel the Eiffel Tower un jardin a garden la Seine the Seine (River) une galerie d'art an art gallery un parc d'attractions a theme park le musée du Louvre the Louvre museum l'Arc de Triomphe the Arc de Triomphe des cafés (m) some cafés des magasins (m)</p>
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	<p>“C’est” means “it is”. It’s actually “ce” and “est” joined together with an apostrophe — just like we join “it” and “is” together in English.</p> <p>“En France” means “in France”. You use “en” rather than “dans” because “dans” means “inside”.</p> <p><b>L3</b></p> <p>“La Seine” and “l’Arc de Triomphe” are proper nouns so they need to be written with capital letters. “Le musée du Louvre” (“the Louvre museum”) is also a proper noun, but just like “museum” in English you don’t need to capitalize “musée”. Also, “Eiffel” is capitalised in “la tour Eiffel” because it’s the name of the tower.</p> <p>If you translated “une galerie d’art” literally you’d get “a gallery of art”.</p> <p>“Des” is the plural version of “some”.</p> <p>“Qu’est-ce que” means “what” — the “e” has been replaced with an apostrophe in this question because it’s followed by a vowel — “il”.</p> <p>“Il y a” means “there is” or “there are”, but we translate it as “is there” or “are there” when it’s used in a question because that sounds better in English.</p> <p>“À Paris” means “in Paris” — you use “à” with names of towns when you want to say “to”, “in” or “at”.</p> <p>“On” is used to mean “you” here, but it can also be used to mean “we”, “they” or “one”.</p> <p>“Qu’est-ce qu’on peut visiter à Paris?” (“What can you visit in Paris?”) — when two verbs are</p>	<p>some shops</p> <p><b>L4</b></p> <p>la France France la Belgique Belgium le Canada Canada la Suisse Switzerland le Luxembourg Luxembourg le Sénégal Senegal l’Algérie (f) Algeria la Côte d’Ivoire Ivory Coast</p> <p><b>L5</b></p> <p>la quiche quiche la baguette baguette les crêpes (f) pancakes le camembert camembert les croissants (m) croissants les escargots (m) snails les croque-monsieur (m) ham and cheese toasties les cuisses de grenouille (f) frog’s legs</p>
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		<p>used together in the present tense, only the first one needs to be conjugated to agree with the subject of the sentence — here it's "on peut". The second verb ("visiter") stays in its infinitive form — just like it does in English — "What can you visit...".</p> <p>"Des cafés" ("some cafés") and "des magasins" ("some shops") are not included in Question and Answer 2 because the verb "visiter" ("to visit") doesn't work with these items of vocabulary.</p> <p><b>L4</b></p> <p>"Quel" means "what/which" — this is the masculine singular version because it's "un pays".</p> <p>You mustn't leave out the definite article ("le"/"la"/"l'"/"les") in French — "C'est <b>la</b> Suisse." ("It's Switzerland.")</p> <p>"On parle français en Écosse?" ("Do they speak French in Scotland?") — you make this sound like a question by making your voice go up at the end. Otherwise it just means "On parle français en Écosse." ("They speak French in Scotland.")</p> <p>The cedilla (,) on the "c" in "français" ("French") affects the way it's pronounced — it creates a soft "c" sound. Encourage pupils to remember to include the cedilla when writing "français" — otherwise, it's not correct.</p> <p>When you want to say "in" or "to" a country in French, there are a number of words that you could use. You use "en" if the country is feminine and singular — "en Chine" ("in/to China"), or if it's masculine singular and begins with a vowel — "en Iran" ("in/to Iran"). Use "au" for masculine singular countries that begin</p>		
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	<p>with a consonant — “au pays de Galles” (“in/to Wales”). If the country is plural, use “aux” — “aux États-Unis” (“in/to the USA”).</p> <p>You can make any sentence negative by sandwiching “ne” and “pas” around the verb.</p> <p><b>L5</b></p> <p>A camembert is a soft, creamy cheese that was first made in Camembert in northern France.</p> <p>“En France” means “in France” — see the note for Lesson 4 about saying “in” or “to” a country in French.</p> <p>The verb “manger” is followed by “de” in Question and Answers 1 &amp; 2 — “de” changes depending on the gender and quantity of the food that is following it.</p> <p>“De” doesn’t change in a negative sentence.</p> <p>Question and Answer 2 is in the perfect past tense.</p> <p>The questions in Question and Answer 2 are formed by taking a statement and making your voice rise at the end of it. There are other ways to form questions in French.</p> <p>“Déjà” means “before” or “already”.</p> <p>When the reply is negative, “ne” and “pas” are sandwiched around the verb. These sentences are in the past tense, so you need to sandwich “ne” and “pas” around whatever form of “avoir” you’re using. E.g. “Je n’ai pas mangé.” (“I haven’t eaten.”). Don’t forget that when you use “ne” in front of a word starting with a vowel or a mute “h”, you remove the “e” and add an apostrophe.</p>		
Sequence of Lessons:			

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|  | <ol style="list-style-type: none"><li>1) To learn how to sing a song in French</li><li>2) To explain where different cities are in France</li><li>3) To talk about what you can visit in France</li><li>4) To learn about other French speaking countries</li><li>5) To discuss some of the food people in France eat</li></ol> |
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