

Year 5/6 – Cycle 1 - Summer

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Living Things and their Habitats</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have a clear understanding of the life cycles of mammals, amphibians, insects, and birds, recognising the similarities and differences in how these animals grow and reproduce. They will understand the processes of sexual and asexual reproduction in plants, including how seeds, bulbs, and cuttings can give rise to new plants. Pupils will also develop knowledge of animal reproduction, learning how different species ensure the survival of their young.</p>	<p>L1:</p> <p>Sexual reproduction in plants involves the transfer of pollen from one flower to another, usually by wind, insects, or other animals, leading to the production of seeds. These seeds grow into new plants.</p> <p>Asexual reproduction allows plants to produce identical offspring without seeds, such as through runners (e.g., strawberries), bulbs (e.g., onions), or cuttings.</p> <p>L2:</p> <p>Plants can grow in different ways, including from seeds, bulbs, and cuttings. Seeds contain a tiny, undeveloped plant and grow when placed in soil with water, sunlight, and nutrients. Bulbs are underground storage structures that grow into new plants. Cuttings involve taking a piece of an existing plant, such as a stem or leaf, and planting it to grow a new plant.</p> <p>L3:</p> <p>Animal reproduction involves the joining of a male cell (sperm) and a female cell (egg) to form a fertilized egg, which grows into a new individual. Some animals, like fish and amphibians, lay many eggs in water, while others, like mammals, give birth to fewer offspring and care for them until they are able to survive on their own.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>NC: Relevant Working Scientifically Skills</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>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Learning Like an Expert Skills:</p> <p>Researching the history of science and scientific discoveries.</p> <p>Asking questions about what they want to investigate.</p> <p>Observing and measuring.</p> <p>Identifying and classifying.</p> <p>Reporting findings.</p>	<p>L1:</p> <p>Pollination Seed Runner Bulb Asexual reproduction Fertilisation</p> <p>L2:</p> <p>Germination Cutting Propagation Nutrients Sunlight Growth</p> <p>L3:</p> <p>Sperm Egg Fertilized Offspring Habitat Survival</p> <p>L4:</p> <p>Life cycle Mammal Amphibian Reproduction Metamorphosis Offspring</p>

		<p>L4: Mammals give birth to live young, which develop inside the mother's body, and are cared for after birth until they are independent.</p> <p>Amphibians lay eggs, often in water, which hatch into larvae (such as tadpoles). These larvae undergo metamorphosis, gradually developing legs, lungs, and other adult features as they transition to living on land.</p> <p>L5: Insects often have a complete metamorphosis with four stages: egg, larva (such as a caterpillar), pupa (such as a chrysalis), and adult (such as a butterfly). Some insects, like grasshoppers, go through incomplete metamorphosis with three stages: egg, nymph, and adult.</p> <p>Birds lay eggs with hard shells, which hatch into chicks. The chicks grow, develop feathers, and learn to fly as they mature into adult birds.</p>		<p>L5: Insect Bird Egg Larva Pupa Adult</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand sexual and asexual reproduction in plants 2) To investigate a number of ways of growing new plants 3) To understand animal reproduction 4) To describe and compare the life cycles of mammals and amphibians 5) To describe and compare the life cycles of insects and birds 			
	<p>Forces End Point: By the end of this unit of work, pupils will understand how different forces affect the movement of objects. They will recognise that gravity pulls objects towards the Earth, while air resistance, water resistance, and friction act to slow them down. They will understand how levers, gears, and other mechanisms help</p>	<p>L1: Gravity is a force that pulls objects towards the centre of the Earth. It acts on all objects, giving them weight, which is measured in newtons. If there is no air resistance, all objects fall at the same rate, regardless of their size or mass.</p> <p>L2: Air resistance and water resistance are forces that push against moving objects and slow</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance, and friction that act between moving surfaces.</p>	<p>L1: Gravity Weight Force Newton (N) Acceleration</p> <p>L2: Air resistance Water resistance</p>

	<p>make tasks easier by changing the size or direction of a force. Pupils will be able to apply their knowledge to explain real-world examples, make predictions, and carry out simple investigations to test how forces work in different situations.</p>	<p>them down. These forces are greater when an object has a large surface area. Streamlined shapes, like those of birds or racing cars, reduce resistance and help objects move more easily through air and water.</p> <p><u>L3:</u> Friction is a force that happens when two surfaces rub together, slowing objects down or stopping them from moving. Rough surfaces create more friction, while smooth surfaces create less. Friction can be useful, like when brakes stop a bike, but it can also cause wear and make movement harder.</p> <p><u>L4:</u> Levers help make lifting and moving objects easier by reducing the force needed. They work by rotating around a fixed point called a pivot. The closer the load is to the pivot and the further away the effort is applied, the easier it is to lift or move the object.</p> <p><u>L5:</u> Gears are wheels with teeth that fit together to transfer force and change movement. A small gear driving a larger gear increases force but reduces speed, while a large gear driving a smaller one increases speed but reduces force. Gears are used in bicycles, clocks, and machines to make work easier.</p>	<p>Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p> <p><u>NC: Relevant Working Scientifically Skills</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</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>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>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Researching the history of science and scientific discoveries.</p> <p>Making predictions about what they think will happen.</p> <p>Planning, setting up and conducting fair tests.</p> <p>Recording and analysing data.</p> <p>Drawing conclusions.</p> <p>Reporting findings.</p>	<p>Friction Streamlined Surface area</p> <p><u>L3:</u> Friction Grip Resistance Smooth Rough</p> <p><u>L4:</u> Lever Pivot Effort Load</p> <p><u>L5:</u> Gear Teeth Rotation Force Speed</p>
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			Evaluating and raising further questions.	
	Sequence of lessons: 1) To understand how gravity affects falling objects 2) To identify how air and water resistance affects moving objects 3) To identify how friction affects moving objects 4) To understand how levers allow smaller forces to have a greater effect 5) To understand how gears allow smaller forces to have a greater effect			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	Ancient Greece End Point: By the end of this unit of work, pupils will have a clear understanding of the key aspects of Ancient Greek civilisation, including its geography, culture, and influence on the modern world. They will know that Ancient Greece was made up of independent city-states, each with its own way of life, and will be able to compare Athens and Sparta. Pupils will learn about the impact of figures such as Alexander the Great and explore how Greek ideas, particularly democracy, continue to shape society today. They will be able to use historical evidence to discuss the way in	L1: Ancient Greece was a civilisation that existed over 2,500 years ago. It was located in south-eastern Europe, made up of mainland Greece and many surrounding islands. The civilisation developed in different periods, including the Archaic, Classical, and Hellenistic eras. L2: Religion was an important part of Ancient Greek life, with people worshipping many gods and goddesses, such as Zeus, Athena, and Poseidon. Myths and legends explained natural events and taught moral lessons. Greek culture included art, theatre, philosophy, and the Olympic Games, which were held to honour Zeus. L3:	Develop a clear understanding of the order of the topics and eras that they have studied. Annotate a timeline with historical terms and facts. Understand how some historical events or eras occurred concurrently in different locations (e.g. Indus Valley and Ancient Egypt). Develop an understanding of broader trends and themes over time. Describe changes within a historical period considering social, political, cultural and technological changes. Debate and discuss different opinions about historical causes and effects.	L1: Chronology Period Empire Mainland Island L2: Mythology Polytheism Temple Olympics Philosophy L3: City-state Democracy Athens Sparta

	which Ancient Greece was ruled.	<p>Ancient Greece was not a single country but a collection of independent city-states, each with its own government and way of life. Athens was known for its focus on education, art, and democracy, while Sparta was a military society where boys trained to be soldiers from a young age. City-states sometimes worked together but also fought wars against each other.</p> <p>L4: Alexander the Great was a famous military leader and king of Macedon (then part of northern Greece), who conquered a vast empire, including Greece, Egypt, and parts of Asia. He spread Greek culture and ideas across the lands he ruled. His leadership and tactics made him one of history’s most successful generals.</p> <p>L5: The Ancient Greeks made many contributions to modern life, including ideas about democracy. Athenian democracy allowed citizens to vote on important decisions, influencing the way many countries are governed today. Some form of democracy is still used in most of the world today.</p>	<p>Understand that there can be many versions of the same events in history.</p> <p>Construct and answer relevant historical questions with reasoned arguments and evidence that provide a conclusion.</p> <p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past.</p> <p>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Asking Questions.</p> <p>Source Analysis.</p> <p>Chronological Thinking.</p> <p>Compare and Contrast.</p> <p>Historical Significance.</p> <p>Historical Interpretations.</p>	<p>Military</p> <p>L4: Conquest Empire General Macedonia Legacy</p> <p>L5: Democracy Citizenship Assembly Voting Influence</p>
	<p>Sequence of Lessons:</p> <p>1) To learn about the chronology and location of Ancient Greece</p> <p>2) To investigate Ancient Greek culture and religion</p> <p>3) To understand that Ancient Greece was made up of ‘city states’ (Athens and Sparta)</p> <p>4) To learn about the life of Alexander the Great</p> <p>5) To reflect upon the Ancient Greek’s contribution to modern life: democracy (BV: Democracy)</p> <p>Enquiry question: how was Ancient Greece governed?</p>			
Geo	Theme	Knowledge	Skills	Key vocabulary

				and concepts
	<p>Santorini and Sheffield</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have a clear understanding of the location, climate, and physical geography of Santorini. They will be able to describe how volcanic activity shaped the island's landscape and how the land is used, particularly for tourism. Pupils will also be able to compare Santorini with Sheffield, considering differences in climate, physical geography, and land use, and explain how these factors influence the way people live and work in each place.</p>	<p>L1: Santorini is a Greek island located in the southern part of the Aegean Sea, to the north-east of the Mediterranean Sea. It lies in the Northern Hemisphere, just north of the equator. Santorini is part of Europe.</p> <p>L2: Santorini has a Mediterranean climate with hot, dry summers and mild, wet winters. The island gets very little rainfall in summer, and often suffers from drought, so plants and animals have adapted to dry conditions. The lack of rainfall creates a challenge to the residents of Santorini and water has to be stored.</p> <p>L3: Santorini was formed by volcanic eruptions, which shaped its steep cliffs and caldera, a large crater left after a major eruption. The island is still affected by volcanic activity, with hot springs and signs of past eruptions visible in its landscape.</p> <p>L4: Tourism is the main use of land in Santorini, with many hotels, restaurants, and attractions built to welcome visitors. The island's white-washed buildings, beautiful views, and warm climate make it a popular destination. Agriculture, such as vineyards and olive groves, is also important, but the rocky, dry land makes farming more difficult than in other places.</p> <p>L5: Santorini and Sheffield have very different climates, landscapes, and ways of using land. Sheffield has a cooler, wetter climate, with</p>	<p>Relate maps to each other and to vertical aerial photographs.</p> <p>Use the index and contents page of atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Know that purpose, scale, symbols and style are related.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Be able to 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 countries.</p> <p>Begin to compare the human and physical differences of regions of the United Kingdom, a European country and a region within North or South America.</p> <p>Begin to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Begin to describe and understand key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p>	<p>L1: Santorini Island Aegean Sea Mediterranean Sea Hemisphere Equator Continent</p> <p>L2: Climate Temperature Rainfall Drought Adapted</p> <p>L3: Volcanic Eruptions Cliff Caldera Crater Hot springs</p> <p>L4: Tourism Attractions Destination Agriculture Vineyard</p> <p>L5: Compare Contrast Climate Physical geography Economy</p>

DT		<p>rivers and green hills, while Santorini is dry, rocky, and shaped by volcanoes. Sheffield is a large urban city with industries, shops, and parks, whereas Santorini is a small island where tourism plays a much bigger role in the economy.</p>	<p><u>Learning Like an Expert Skills:</u></p> <p>Using and creating maps.</p> <p>Conducting fieldwork in an area of interest to them.</p> <p>Interpreting data collected through fieldwork.</p> <p>Making links and developing arguments.</p> <p>Drawing conclusions.</p> <p>Reporting findings.</p>	
	<p>Sequence of Lessons:</p> <p>1) To describe and the location of Santorini using a range of maps</p> <p>2) To investigate the climate of Santorini</p> <p>3) To understand how volcanic activity formed Santorini's physical geography</p> <p>4) To understand how land is used in Santorini (tourism)</p> <p>5) To compare the climate, physical geography and land use of Santorini and Sheffield (Enquiry question: In what ways are Sheffield and Santorini similar and different?)</p>			
DT	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Fabric Phone Cases</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have designed, made, and evaluated a fabric phone case using a set of design criteria. They will have developed their sewing skills, including how to complete a running stitch and blanket stitch, to join and finish fabric effectively. Through the design process, they</p>	<p><u>L1:</u></p> <p>Designers use a set of design criteria to analyse and appraise existing products, assessing factors such as durability, appearance, and functionality.</p> <p><u>L2:</u></p> <p>A running stitch is a simple sewing technique made with evenly spaced stitches, while a blanket stitch is used to strengthen and decorate fabric edges.</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 and safety.</p> <p>Critically explore and evaluate existing products in relation to their purposes, whether they are well-designed, appealing and safe.</p>	<p><u>L1:</u></p> <p>Analyse</p> <p>Appraise</p> <p>Functionality</p> <p>Durability</p> <p><u>L2:</u></p> <p>Blanket Stitch</p> <p>Seam</p> <p>Thread Tension</p> <p>Secure</p> <p><u>L3:</u></p>

<p>will have learned how to plan their work, select appropriate materials, and follow a design brief. Finally, they will have reflected on their finished product, identifying strengths and areas for improvement, and considering how their skills could be applied to future design projects.</p>	<p><u>L3:</u> A set of design criteria helps to guide the planning process, supporting the selection of suitable materials, consideration of aesthetics and function, and the creation of a labelled design.</p> <p><u>L4:</u> Accurate measuring and cutting ensure that fabric pieces align correctly before stitching, while securing stitches properly helps to join fabric pieces effectively.</p> <p><u>L5:</u> Evaluating a finished product involves comparing it to the original set of design criteria, identifying strengths and areas for improvement, and reflecting on the making process to consider potential changes.</p>	<p>Consider their own needs and research the needs of others through discussion, surveys and questionnaires.</p> <p>Develop design criteria for a product, considering time and the availability of resources.</p> <p>Generate a number of initial ideas which include information about materials, tools and potential problems.</p> <p>Develop and communicate these ideas through annotated diagrams, templates, mock-ups and cross-sectional diagrams providing detailed information about how their product will work.</p> <p>Develop an ordered plan for the steps they will take to create their product considering how long the process will take and which steps will be more challenging.</p> <p>Choose tools and utensils giving explanations that consider the safety of their choices.</p> <p>Make measurements using a range of units independently and accurately (nearest cm and mm).</p> <p>Select from a range of materials and components according to their functional properties, aesthetic qualities and cost whilst discussing the disadvantages of others in these terms. Independently cut and score materials with precision and neatness.</p> <p>Identify a broad range of different types of fabric and discuss their properties, possible uses, advantages, disadvantages in relation to the product being designed, cost and sustainability.</p> <p>Independently be able to thread a needle and perform a running stitch, a blanket stitch, a back stitch and a whipstitch.</p>	<p>Plan Materials Aesthetics Prototype</p> <p><u>L4:</u> Measure Cutting Line Alignment Stitching Technique Construction</p> <p><u>L5:</u> Evaluation Feedback Improvements Reflection Final Product</p>
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			<p>Add decorative designs to products by attaching, buttons, beads and simple embroidered designs using a needle and thread.</p> <p>Evaluate their products against detailed design criteria giving reasons for their thoughts and building these ideas into subsequent plans.</p> <p><u>Learning Like an Expert Skills:</u> Research, Analyse and Evaluate Products Currently Available.</p> <p>Decide Upon a Set of Design Criteria for their own Products.</p> <p>Practise Using New Materials, Tools and Skills.</p> <p>Create Plans and Decide Upon the Final Design of their Product.</p> <p>Discuss their Product with Others and Receive Feedback.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To analyse and appraise a range of phone cases based on a set of design criteria 2) To recap using a running stitch and learn how to use a blanket stitch 3) To use a set of design criteria to plan my fabric phone case 4) To begin to make my phone case 5) To finish and evaluate my phone case 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Digital Collages (Hannah Höch)</p> <p>End Point: By the end of this unit of work, pupils will</p>	<p><u>L1:</u> Hannah Höch was a German artist who pioneered photomontage, a type of collage that combines cut-out images to create new</p>	<p>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</p>	<p><u>L1:</u> Hannah Höch Photomontage Composition</p>

	<p>have created a digital collage inspired by the work of Hannah Höch, using a range of digital techniques to manipulate and combine images. They will have planned their composition carefully, taken their own photographs, and edited them to fit their creative vision. They will be able to explain their artistic choices, reflect on the effectiveness of their final piece, and identify ways to develop their skills further.</p>	<p>meanings. Her work often challenged ideas about gender and society.</p> <p>Hannah Höch was part of a movement of artists called the Dada artists. Dada was an art movement that started about 100 years ago. It was all about being playful, surprising, and sometimes even a little silly! Dada artists used collage, words, and everyday objects to make art that questioned the world around them. They didn't always follow the rules of traditional art and wanted to make people think in new and different ways.</p> <p><u>L2:</u> Digital collaging involves selecting, cropping, resizing, and layering images. Using the 'Pic Collage' app, it is possible to remove backgrounds, rotate elements, and adjust brightness and contrast to improve compositions.</p> <p><u>L3:</u> Planning a collage involves deciding on a theme, selecting images, and arranging them thoughtfully. Annotations help explain the artist's choices and show how they will use different techniques in their final piece.</p> <p><u>L4:</u> Good photographs for a collage have clear details and strong contrasts. Photos can be taken from different angles and perspectives to create interesting compositions.</p> <p>A final piece should be completed with care and focus – artists follow their plans to make sure they have included everything they intended to.</p> <p><u>L5:</u></p>	<p>studied and how the use of artistic media has changed.</p> <p>Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they belonged to, key details from their life stories and how they influenced others.</p> <p>Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work of the artists being studied.</p> <p>Understand that collage is a way of creating art by arranging premade images which may be cut or torn from a number of sources and in doing so, change the meaning or feeling of the original images.</p> <p>Sort and group images based on colour, texture and subject matter.</p> <p>Use computer-based techniques to manipulate photos and images to create digital collages.</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.</p> <p>Develop a plan for a final piece based on several initial ideas, the media being used and the artist being studied including information about colour, line, shape, form and space.</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</p>	<p>Dada Appraise</p> <p><u>L2:</u> Crop Resize Layer Contrast Brightness Background removal</p> <p><u>L3:</u> Annotation Plan Composition Theme</p> <p><u>L4:</u> Final piece Photograph Effects Composition</p> <p><u>L5:</u> Evaluate Reflect Improve Techniques Next steps</p>
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Compu		<p>Artists evaluate their work to think about how they can improve in the future. They also talk to other artists and people interested in art to receive feedback. When we give feedback, it should be honest but supportive.</p>	<p>information about the stylistic conventions of the artist being studied.</p> <p>Learning Like an Expert Skills: Analyse, interpret and appraise the work of other artists.</p> <p>Study the history of art and important changes over time.</p> <p>Practise, develop and refine new skills, techniques and materials in sketch books</p> <p>Make plans and prototypes before creating a final piece.</p> <p>Write explanations and descriptions of their works of art.</p> <p>Exhibit their final pieces and discuss their work with others.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn about the life and work of Hannah Höch and appraise her collages (PC: Gender) 2) To practise using digital collaging techniques on the 'Pic Collage' app (cropping / removing backgrounds / resizing and rotating / editing brightness and contrast etc.) 3) To create an annotated plan for my final piece in my sketch book 4) To take a range of photos and create my final piece 5) To receive feedback from others, evaluate my final piece and think about my next steps <p>NB: Pupils will need access to an iPad each when learning to use the app and making their final pieces – they will use the Pic Collage app. Please familiarise yourself with this app before delivering the lesson. There are many ways of editing photos and creating collages. Please evidence lessons 2 and 4 with photos of the pupils working.</p>			
Compu	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Su1: Vector Graphics</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed an understanding of vector drawings and how to create these using Google Drawings. They will have experimented with different techniques including moving, resizing, rotating, duplicating and zooming. They will create a final outcome, working in similar fashion to a graphic designer to create a logo.</p>	<p>L1: Vector drawings are made from shapes. We can create them using a range of apps or programs. An easy program to create vector drawings is 'Google Drawings'.</p> <p>L2: Each element of a vector drawing is called an object. Some of the ways of editing objects include moving, resizing, rotating and duplicating.</p> <p>L3: We can add additional detail to vector drawings by using the zoom tool to see parts of objects in greater detail and add more intricate elements.</p> <p>L4: When using Google Drawing, the objects are placed in layers. Each layer can be moved forwards or backwards – this allows us to decide which element of the drawing is the focus of the work.</p> <p>L5: Creating vector drawings is often how graphic designers work. Graphic designers work from a brief and have to use a number of skills.</p>	<p>Recognise that vector drawings are made using shapes.</p> <p>Experiment with the shape and line tools. Discuss how vector drawings are different from paper-based drawings.</p> <p>Identify the shapes used to make a vector drawing.</p> <p>Explain that each element added to a vector drawing is an object.</p> <p>Move, resize, and rotate objects that have been duplicated.</p> <p>Use the zoom tool to help add detail to drawings.</p> <p>Explain how alignment grids and resize handles can be used to improve consistency.</p> <p>Modify objects to create a new image. Identify that each added object creates a new layer in the drawing.</p> <p>Change the order of layers in a vector drawing.</p> <p>Use layering to create an image. Create a vector drawing for a specific purpose.</p> <p>Reflect on the skills used and why they were used.</p> <p>Compare vector drawings to freehand paint drawings.</p> <p>Learning Like an Expert Skills: Use and experiment with computer programs and systems.</p> <p>Collaborate with other computer scientists</p>	<p>L1: Vector drawing App Program Google Drawing Shape</p> <p>L2: Object Move Resize Rotate Duplicate</p> <p>L3: Detail Zoom Intricate Element</p> <p>L4: Layer Forwards Backwards Focus</p> <p>L5: Graphic designer Brief Project Logo</p>
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	Sequence of Lessons: 1) To identify that drawing tools can be used to produce different outcomes 2) To create a vector drawing by combining shapes 3) To use tools to achieve a desired effect 4) To recognise that vector drawings consist of layers 5) To apply what I have learned about vector drawings			
	Su2: Selection in Quizzes End Point: By the end of this unit of work, pupils will understand how selection is used in computer programs to control the flow of instructions. They will recognise that conditional statements determine different outcomes based on whether a condition is met. Pupils will design and create their own quiz program in Scratch, using selection to produce varied responses. They will test and refine their programs to ensure they function correctly.	L1: Selection allows a program to make decisions based on conditions. Selection can be found in everyday life and computer programs. L2: A conditional statement checks if a condition is true or false. An outcome depends on whether the condition is met. L3: Selection changes the order in which instructions are carried out. Different conditions affect the flow of a program. L4: A quiz program includes selection to determine responses. Conditions and outcomes must be decided for different questions. Selection blocks in Scratch control quiz responses. A program must be tested and refined to ensure it works correctly. L5: When creating a program, it is important to follow the brief and to test the program afterwards to identify and resolve any bugs.	Recall how conditions are used in selection. Identify conditions in a program. Modify a condition in a program. Use selection in an infinite loop to check a condition. Identify the condition and outcomes in an 'if... then... else...' statement. Create a program that uses selection to produce different outcomes. Explain that program flow can branch according to a condition. Design the flow of a program that contains 'if... then... else...'. Show that a condition can direct program flow in one of two ways. Outline a given task. Use a design format to outline a project. Identify the outcome of user input in an algorithm. Implement an algorithm to create the first section of a program. Test a program.	L1: Selection Condition Decision Outcome Program L2: Conditional True False Statement Result L3: Flow Instruction Sequence Branch Path L4: Design Plan Outcome Test Choice L5: Block Script Debug Refine Execute

PE			<p>Share a program with others.</p> <p>Learning Like an Expert Skills: Use and experiment with computer programs and systems.</p> <p>Make changes to code created by others.</p> <p>Think logically to predict the outcome of algorithms</p> <p>Design and create their own programs by writing code.</p> <p>Test their programs, identify bugs and debug these.</p> <p>Collaborate with other computer scientists</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain how selection is used in computer programs 2) To relate that a conditional statement connects a condition to an outcome 3) To explain how selection directs the flow of a program 4) To design a program that uses selection 5) To create a program that uses selection 			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Badminton</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of the principles of net and wall games. In all activities, pupils will have thought about how</p>	<p>L1:</p> <p>Badminton is a net and wall game played with a shuttlecock and rackets. The game is typically played indoors or outdoors on a rectangular court divided by a net. Players or teams hit the shuttlecock back and forth across the net, aiming to score points by landing it in the opponent's side of the court.</p>	<p>Develop a wider range of skills and use them under some pressure.</p> <p>Identify when successful and what needs to be done to improve.</p>	<p>L1:</p> <p>Badminton Net and wall game Shuttlecock Racket Net Court</p>

	<p>they use skills, strategies and tactics to outwit the opposition. In badminton, they will have done this by placing an object away from an opponent to make it difficult for them to return. Pupils will have been given opportunities to work in collaboration with others, play fairly and demonstrate an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Playing badminton helps improve fitness by increasing cardiovascular endurance, improving hand-eye coordination, and enhancing agility as players move quickly and change direction.</p> <p>The serve is used to start the game and should aim to put the opponent under pressure. The serve should be performed with the intention of gaining an advantage in the rally.</p> <p><u>L2:</u> The underarm return is used to respond to a low serve and can be an effective attacking shot. A good underarm return targets spaces on the opponent's side of the court.</p> <p><u>L3:</u> The underarm return should be played with precision and timing to control the shuttle. The aim is to force the opponent into a defensive position.</p> <p><u>L4:</u> The overhead forehand is used to strike the shuttle when it is above head height. It should be played with power and accuracy to challenge the opponent's defence.</p> <p><u>L5:</u> Skills and tactics should be selected based on the situation in the game. Players should consider positioning, shot selection, and timing to gain an advantage.</p> <p><u>L5:</u> When playing badminton competitively, it is important to follow the rules. Players use different skills and tactics to try and beat their opponents.</p>	<p>Use feedback provided to improve work. Work cooperatively with others to manage a game.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand that there are different skills for different situations and begin to apply them.</p> <p><u>Learning Like an Expert Skills:</u> Practise key skills repeatedly.</p> <p>Receive feedback from coaches.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Ensure that they behave in a fair and respectful way when competing.</p> <p>Study and evaluate their own performances.</p>	<p>Serve Rally Attack Advantage Position</p> <p><u>L2:</u> Underarm Return Defensive Target Placement</p> <p><u>L3:</u> Timing Precision Control Defence Shot</p> <p><u>L4:</u> Overhead Forehand Power Accuracy Challenge</p> <p><u>L5:</u> Tactics Strategy Positioning Rally Shot selection</p> <p><u>L6:</u> Tournament Rules Compete Fitness Fair play</p>
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	Sequence of Lessons: <ol style="list-style-type: none"> 1) To use the serve with consideration of attacking principles 2) To explore an underarm return with consideration of attacking principles 3) To explore an underarm return with consideration of attacking principles 4) To explore the overhead forehand with consideration of attacking principles 5) To select and apply skills and tactics to play competitively 6) To apply rules, skills and tactics to play in a tournament 			
	<p>Su1: Tennis</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of the principles of net and wall games. In all activities, pupils will have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will have been given opportunities to work co-operatively with others as well as independently. They will be able to lead and officiate, showing honesty and fair play, whilst abiding by the rules. Pupils will have developed their tactical awareness, learning how to outwit an opponent.</p>	<p>L1:</p> <p>Tennis is a net and wall game played with a small ball and rackets. The game is typically played indoors or outdoors on a rectangular court divided by a net. Players or teams hit the ball back and forth across the net, aiming to score points by landing it in the opponent's side of the court.</p> <p>A tennis racket should be held using the handshake grip.</p> <p>The ready stance involves standing with feet shoulder-width apart, knees slightly bent, and weight on the balls of the feet.</p> <p>L2:</p> <p>A forehand swing should move from low to high to create control and lift on the ball.</p> <p>Following through after hitting the ball helps improve accuracy and direction.</p> <p>L3:</p> <p>A two-handed backhand provides more power and control when hitting the ball.</p> <p>Rotating the shoulders and hips during a backhand generates force and stability.</p> <p>L4:</p> <p>A consistent ball toss is important to start a serve effectively.</p>	<p>Develop a wider range of skills and I am beginning to use these under some pressure.</p> <p>Use a range of shots in different situations, including forehands and backhands.</p> <p>Work with a partner to retain a rally.</p> <p>Begin to use an underarm serve.</p> <p>Begin to use a volley in certain situations.</p> <p>Identify how different activities can benefit my physical health.</p> <p>Identify success and what is needed to do to improve.</p> <p>Use feedback provided to improve performance.</p> <p>Work cooperatively with others to manage a game.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations.</p> <p>Learning Like an Expert Skills:</p> <p>Practise key skills repeatedly.</p>	<p>L1:</p> <p>Racket Grip Rally Stance Balance</p> <p>L2:</p> <p>Forehand Swing Control Lift Follow-through</p> <p>L3:</p> <p>Backhand Power Control Rotation Stability</p> <p>L4:</p> <p>Serve Toss Contact Service Box Accuracy</p> <p>L5:</p> <p>Footwork Position Agility Recovery Readiness</p>

		<p>Striking the ball with an upward motion helps send it over the net into the correct service box.</p> <p>L5: Small, quick steps help adjust position to meet the ball effectively.</p> <p>Recovering to the centre of the court after a shot improves readiness for the next ball.</p> <p>L6: Aiming shots towards open spaces on the court makes it harder for an opponent to return the ball.</p> <p>Basic tennis scoring includes terms like 'love', '15', and '30' to track points in a game.</p>	<p>Receive feedback from coaches.</p> <p>Practise maneuvers, set pieces and tactics with team mates.</p> <p>Ensure that they behave in a fair and respectful way when competing.</p> <p>Study and evaluate their own performances.</p>	<p>L6: Tactics Placement Opponent Space Scoring</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To return the ball using a forehand groundstroke under pressure 2) To return the ball using a backhand groundstroke under pressure 3) To use a variety of shots to keep a continuous rally going 4) To develop the underarm serve and understand the rules of serving 5) To develop the volley and understand when to use it 6) To apply rules, skills and principles to play against an opponent 			
	<p>Su2: Athletics End Point: By the end of this unit of work, pupils will have faced challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils will have thought about how to achieve their greatest possible speed, height, distance or accuracy and learnt how to persevere to achieve their personal best. They will have learnt how to improve by identifying areas of</p>	<p>L1: Athletics is a set of different sporting events which usually fit into one of the core areas of running, jumping or throwing. Pace is the speed at which a person runs and should be adjusted depending on the distance of the race.</p> <p>Maintaining a steady pace in longer distances helps conserve energy and improves endurance.</p> <p>L2:</p>	<p>Choose the best pace for a running event.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off and landing in jumping activities.</p> <p>Take on the role of coach, official and timer when working in a group.</p>	<p>L1: Athletics Pace Endurance Speed Consistency Distance</p> <p>L2: Fluency Co-ordination Acceleration Stride Balance</p>

	<p>strength as well as areas to develop. Pupils will be also given opportunities to lead when officiating as well as observe and provide feedback to others</p>	<p>Efficient sprinting requires high knee lift, a strong arm drive, and quick, light steps.</p> <p>Good co-ordination between the arms and legs helps maintain balance and maximise speed.</p> <p><u>L3:</u> In a relay race, the baton should be passed smoothly using a firm grip and an extended arm to avoid drops. The receiving runner should begin moving before the baton is passed to maintain speed during the changeover.</p> <p><u>L4:</u> The triple jump sequence follows the pattern: hop, step, and jump, with each phase flowing smoothly into the next. Building momentum through a fast run-up helps generate more power and distance in the jump.</p> <p><u>L5:</u> Generating force for longer throws comes from using the whole body, not just the arms. A strong, stable stance helps transfer power effectively from the legs and core into the throw.</p> <p><u>L6:</u> Good throwing technique involves proper grip, body alignment, and a smooth release. Controlling the angle and direction of the throw improves both accuracy and distance.</p>	<p>Use feedback to improve my sprinting technique.</p> <p>Persevere to achieve my personal best.</p> <p>Show accuracy and power when throwing for distance.</p> <p><u>Learning Like an Expert Skills:</u> Practise key skills repeatedly. Receive feedback from coaches. Practise maneuvers, set pieces and tactics with team mates. Ensure that they behave in a fair and respectful way when competing. Study and evaluate their own performances.</p>	<p><u>L3:</u> Relay Baton Changeover Grip Momentum</p> <p><u>L4:</u> Momentum Power Hop Step Jump</p> <p><u>L5:</u> Force Distance Stance Power Rotation</p> <p><u>L6:</u> Control Technique Accuracy Release Alignment</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand pace and apply different speeds over varying distances 2) To develop fluency and co-ordination when running for speed 3) To develop technique in relay changeovers 4) To build momentum and power in the triple jump 			

- 5) To develop throwing with force for longer distances
6) To develop throwing with greater control and technique

Su2: Rounders

End Point:

By the end of this unit of work, pupils will have developed their understanding of the principles of striking and fielding. Pupils will have developed the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They will have expanded on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all activities, pupils will have had to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will have worked with a partner and group to organise and self-manage their own games. Pupils will have played with honesty and fair play when playing competitively.

L1:

Rounders is a striking and fielding game. A striking and fielding game is a type of team sport where one team strikes (hits) an object, usually a ball, to score runs or points, while the opposing team fields to prevent scoring and to get the batters out.

Accurate throwing involves using a strong grip, stepping towards the target, and following through with the throwing arm.

Catching requires watching the ball closely, using two hands where possible, and softening the hands-on impact to secure the catch.

L2:

A legal bowl in rounders must be underarm with a smooth, straight arm action and delivered between the batter's knees and shoulders.

Accuracy in bowling comes from consistent technique, controlled speed, and aiming at the batter's striking zone.

L3:

A good batting stance involves standing side-on to the bowler with eyes on the ball and hands gripping the bat firmly.

Successful batting requires timing the swing to meet the ball cleanly and directing it into spaces away from fielders.

L4:

Begin to strike a ball with a rounders bat.

Develop a wider range of fielding skills and begin to use these under some pressure.

Identify success and what needs to be done to improve.

Work co-operatively with others to manage our game.

Understand the need for tactics and can identify when to use them in different situations.

Understand the rules of the game and apply them honestly most of the time.

Understand there are different skills for different situations and begin to use them thoughtfully.

Learning Like an Expert Skills:

Practise key skills repeatedly.

Receive feedback from coaches.

Practise maneuvers, set pieces and tactics with team mates.

Ensure that they behave in a fair and respectful way when competing.

Study and evaluate their own performances.

L1:

Accuracy
Grip
Follow-through
Coordination
Reaction

L2:

Bowling
Underarm
Striking Zone
Consistency
Control

L3:

Stance
Timing
Contact
Swing
Placement

L4:

Fielding
Reaction
Decision-making
Communication
Retrieval

L5:

Tactics
Positioning
Strategy
Awareness
Decision

L6:

Teamwork
Competition

RE		<p>Effective fielding involves quick reactions, accurate throwing, and good communication with teammates.</p> <p>Stopping the ball efficiently requires getting the body behind it, using soft hands to control it, and making fast decisions to return it.</p> <p>L5: Tactics in rounders include deciding where to hit the ball, when to run, and how to position fielders to cover key areas.</p> <p>Understanding the strengths and weaknesses of both your team and the opposition helps in making tactical decisions during the game.</p> <p>L6: Successful team performance in a tournament relies on combining individual skills with effective teamwork and clear communication.</p> <p>Applying knowledge of rules, strategies, and game situations helps in making quick decisions to gain an advantage over the opposition.</p>		<p>Adaptability</p> <p>Game Plan</p> <p>Performance</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop throwing and catching skills and apply them relevantly to the situation 2) To develop bowling accuracy and perform the skill within the rules of the game 3) To develop batting skills, identify when I am successful and what I need to do to improve 4) To develop fielding techniques and begin to use these under pressure 5) To understand the need for tactics and identify when to use them 6) To apply skill, knowledge and tactics to compete in a tournament. 			
	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Su1: How does faith help when life gets hard?</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed an understanding of how faith and belief systems can offer guidance, comfort, and hope during both good times and challenging moments. They will have explored key teachings and practices from Christianity, Islam, Hinduism, and Humanism, considering how these beliefs shape responses to life's difficulties. Pupils will be able to compare different perspectives on life after death, reflecting on how these beliefs influence the way people choose to live their lives. Through examining religious texts, customs, and works of art, they will gain insight into how faith and creative expression can help people process emotions related to loss and mortality. This learning will support their ability to show tolerance and respect for different beliefs, while encouraging personal reflection on life's big questions.</p>	<p>L1:</p> <p>Most religions encourage their followers to show gratitude – this means show thanks. For example:</p> <p>Christians say grace before a meal to thank God for the food they have. They also have specific verses of the Bible such as '1 Thessalonians 5:18' which reflect the importance of gratitude.</p> <p>Muslims often greet each other with 'Alhamdulillah' which can be translated as "praise be to God" "thanks be to the Lord".</p> <p>Hindus often leave offerings such as flowers, food or incense to their deities as a form of thanks. This need to be thankful is expressed in 'Bhagavad Gita 9:26'.</p> <p>L2:</p> <p>Religions can also support and guide people during challenging times of their life. One way in which they can do this is by providing a sense of community. For example, a community of fellow believers who share a place of worship.</p> <p>Catholics often taking part in confession – this is the process of speaking to a priest about things they have done wrong and receiving forgiveness. The Bible also tells Christians that God will support them. For example, in psalm 23:4.</p> <p>The Qur'an teaches Muslims that hardship is to be expected and that Allah will provide them with support (Surah Al-Baqarah (2:286)). Muslims are also encouraged to support each other through Sadaqah (charity).</p> <p>Hindus are encouraged to take part in practices such as meditation and yoga. These help people to calm down and reflect on their</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Learning Like an Expert Skills:</p> <p>Observing religious practices</p> <p>Reading religious texts</p> <p>Exploring the emotional and sensory world of religion</p> <p>Discussing and debating beliefs and reasoning</p>	<p>L1:</p> <p>Religion Follower Gratitude Thanks Grace Offerings</p> <p>L2:</p> <p>Support Guidance Community Place of worship Catholic / Christian Confession Charity Meditation Yoga</p> <p>L3:</p> <p>Death Afterlife Christianity Judgement Heaven Hell Hinduism Karma Reincarnation Atman Samsara Humanism</p> <p>L4:</p> <p>Moral Duty Prayer Ritual Finite Infinite</p> <p>L5:</p>
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	<p>problems. In the <i>Bhagavad Gita</i> 2:47, it says: “You have the right to perform your duty, but not to the fruits of your actions.” This tells followers to focus on their actions and not expect rewards.</p> <p><u>L3:</u> Followers of different religions have different beliefs about death and the afterlife. For example:</p> <p>Christianity: the Bible teaches the dead will be resurrected (like Jesus was), face judgement by God and enter heaven or hell.</p> <p>Hinduism: the law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman.</p> <p>Humanism: after death there is nothing. We might continue in people’s memories and through our achievements, but death is final.</p> <p><u>L4:</u> People’s beliefs about life after death affect the way they try to live their lives. For example:</p> <p>Christians try to live moral lives in line with the teachings of Christ (<i>Galatians</i> 5:22–23). They believe that doing so will gain them access to heaven. Their belief in eternal life brings them comfort and hope (<i>Romans</i> 8:18).</p> <p>Hindus strive to live according to their <i>dharma</i>—moral duties based on one’s stage in life and role in society. Since they believe actions in this life affect future rebirths, ethical behaviour, non-violence (<i>ahimsa</i>), and self-discipline are emphasised. Meditation, prayer, rituals, and yoga help purify</p>		<p>Work of art Reflect Consider</p>
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		<p>the mind and detach from material desires, aiding in spiritual progress toward <i>moksha</i>. The belief in rebirth fosters respect for all living beings, as any life form could house a soul on its spiritual journey.</p> <p>Without belief in an afterlife, Humanists focus on making life meaningful through personal growth, creativity, and ethical living. Ethics are grounded in reason, empathy, and concern for human welfare, rather than divine command. The finite nature of life encourages appreciation for the present moment and motivates efforts to improve the world for future generations. Since there's no continuation after death, Humanists often find purpose in leaving a positive impact on others and the environment.</p> <p>LS: Many works of art can encourage and support people in thinking about and understanding the process of death. For example:</p> <p>Christianity: "The Last Judgment" by Michelangelo (1536–1541) / "Requiem" by Wolfgang Amadeus Mozart (1791).</p> <p>Hinduism: Depictions of Yama, the God of Death (Various Artists, Traditional Hindu Art) / "Vaishnava Jana To" by Narsinh Mehta (15th Century)</p> <p>Humanism: "Do Not Go Gentle into That Good Night" by Dylan Thomas (1951) / "Imagine" by John Lennon (1971).</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To investigate how religious beliefs can guide people in good times (BV: mutual respect and tolerance / PC: religion or belief) 2) To investigate how religious beliefs can guide people in challenging times 3) To compare beliefs about life after death in different religions 4) To reflect on how beliefs about life after death affect the way people live 			

5) To reflect on how the arts can help us think about and understand death

NB: This unit of work may bring up some 'big questions' or topics that make pupils feel uncomfortable. Please reassure pupils that everyone will have different opinions, and that this is fine. Please check whether any of your pupils have recent experience of bereavement – if so, speak to SLT for guidance with this.

Su2: For Christians, what kind of king is Jesus?

End Point:

By the end of this unit of work, pupils will have developed an understanding of the kind of king Christians believe Jesus was—one who led through love, humility, and service rather than power and wealth. They will have reflected on some of the key problems the world faces and considered how different people have tried to solve them. Pupils will explore Christian beliefs about Jesus as a servant king and what Christians hope the Kingdom of God should be like—a place of justice, peace, and compassion. They will investigate how Christians today try to make the world a better place, inspired by Jesus' teachings, and reflect on their own ideas about what a better world could look like. Through this, pupils will consider how their actions, values, and choices can contribute to building a kinder, more hopeful world.

L1:

There are many problems in the world which can seem incredibly hard to solve. However, many people try to make the world a better place. Those people who have done great things are sometimes rewarded with special prize: the Nobel Peace Prize.

L2:

Christians believe that Jesus was a different type of king to other kings. For example, wanted served others rather than being served by them; he showed love and compassion; he sought spiritual followers, not political followers; he sacrificed himself for others rather than trying to dominate others. These Christian beliefs can be found in the story of his 'temptation in the wilderness' in Luke 4:1–13.

L3:

Christians believe that 'the kingdom of God' is not a physical place, but in the hearts, minds, lives and communities of those who believe in Him. What Christians hope this kingdom will be like can be found 'The Feast' (Luke 14:12–24) and 'The Unforgiving Servant: (Matthew 18:21–35).

L4:

Christians aim to make the physical world as much like the kingdom of God as they can. They may do this through giving to charity, volunteering or in their day-to-day interactions.

L5:

Regardless of our own religious beliefs, or whether we have them at all, we all have ideas

Explain connections between biblical texts and the concept of the kingdom of God.

Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.

Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.

Show how Christians put their beliefs into practice in different ways.

Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.

Articulate their own responses to the idea of the importance of love and service in the world today.

Learning Like an Expert Skills:

Observing religious practices

Reading religious texts

Exploring the emotional and sensory world of religion

Discussing and debating beliefs and reasoning

L1:

Problems
Challenges
Solution
Rewarded
Nobel Peace Prize

L2:

King
Serve
Compassion
Spiritual
Political
Sacrifice
Dominate
Temptation

L3:

Kingdom
Physical
Spiritual
Minds
Communities

L4:

Physical world
Charity
Volunteer
Interactions

L5:

Personal beliefs
Non-believer
Atheist
Humanist
Improve

		about what a better world would be like. It's important that we think about what we can do to make the world a better place and try to do this.		
	Sequence of Lessons: 1) To reflect on some of the problems the world faces and how people have tried to solve them (BV: mutual respect and tolerance / PC: religion or belief) 2) To explore what kind of king Christians belief Jesus wanted to be 3) To reflect on what Christians hope the kingdom of God should be like 4) To investigate how Christians try to make the world a better place 5) To reflect on our own beliefs about what a better world would be like and how we can help to build it			
PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: Relationships End Point: By the end of this unit of work, pupils will have developed a clear understanding of how to describe themselves positively, recognising their unique strengths and qualities. They will understand the impact of online communities, both positive and negative, and be aware of their rights and responsibilities in these spaces, including when engaging in online games. Pupils will also be able to recognise when they are spending too much time on devices and understand the importance of maintaining a healthy balance. Additionally, they will learn how to protect their personal information online by using strong passwords and privacy settings. Through this unit, pupils will gain the knowledge and skills to navigate online spaces safely, respectfully, and	L1: Everyone has unique strengths, talents, and qualities that make them who they are. Using positive language to describe personal qualities can help build confidence and self-esteem. L2: Online communities can provide opportunities to learn, make friends, and share ideas. Online interactions can sometimes be unkind or unsafe, so it is important to think carefully before posting or responding. L3: Everyone has the right to feel safe and respected when using online platforms. People are responsible for being kind, respectful, and honest when communicating online. L4: Everyone has the right to enjoy online games without experiencing bullying or pressure from others. Players are responsible for following the	Suggest strategies for building the self-esteem of themselves and others Identify when an online community/ social media group feels risky, uncomfortable, or unsafe Suggest strategies for staying safe online/ social media Explain how to report unsafe online / social network activity Identify when an online game is safe or unsafe Suggest ways to monitor and reduce screen time Suggest strategies for managing unhelpful pressures online or in social networks Learning Like an Expert Skills: PSHE experts reflect upon their feelings and how others feel.	L1: Self-esteem Confidence Personality Strengths Qualities L2: Online community Consequences Safety Interaction Responsibility L3: Rights Responsibilities Respect Safety Privacy L4:

	responsibly.	<p>rules, playing fairly, and treating others with respect.</p> <p>L5: Spending too much time on devices can affect health, mood, and sleep. Signs of too much screen time can include feeling tired, irritable, or having trouble focusing.</p> <p>L6: Personal information, such as full names, addresses, school details, and passwords, should never be shared online. Strong passwords and privacy settings help keep personal information secure.</p>	<p>PSHE experts take part in discussion and debate.</p> <p>PSHE experts identify problems and challenges and try to think of solutions.</p> <p>PSHE experts think about society and how they can make it a better place.</p>	<p>Fair play Bullying Rules Respect Game etiquette</p> <p>L5: Screen time Balance Health Habits Distraction</p> <p>L6: Identity Passwords Privacy settings Security Personal information</p>
	<p>Sequence of Lessons:</p> <p>1) To be able to positively describe myself, including my characteristics and personal qualities</p> <p>2) To understand that being part of an online community can have positive and negative consequences (BV: Tolerance)</p> <p>3) To understand we have rights and responsibilities in an online community (BV: Rule of Law)</p> <p>4) To understand we have rights and responsibilities when playing games online (BV: Rule of Law)</p> <p>5) To be able to recognise when I am spending too much time on devices</p> <p>6) To understand how to protect my identity online (P1) PO</p>			
	<p>Su2: Changing Me End Point:</p> <p>By the end of this unit of work, pupils will have gained a clear understanding of the factors that influence how they feel about their bodies, recognizing that everyone's body is unique. They will have learned about the physical changes that girls and boys experience during puberty and the importance of personal hygiene. Pupils will also be able to reflect on what they are</p>	<p>L1: People's feelings about their bodies can be influenced by things like media, peers, and personal experiences.</p> <p>It is important to remember that everyone's body is different, and all bodies are unique and valuable.</p> <p>L2: Girls experience physical changes during puberty, including the development of breasts and menstruation.</p>	<p>Appreciate their own uniqueness and that of others</p> <p>Express how they feel about having children when they are grown up</p> <p>Express any concerns they have about puberty</p> <p>Explain who they can talk to about puberty if they are worried</p> <p>Explain and apply strategies for managing change</p>	<p>L1: Body image Self-esteem Confidence Media Peer pressure</p> <p>L2: Puberty Menstruation Hygiene Self-care Vagina Vulva</p>

	<p>looking forward to in the coming year and as they grow up, helping them set goals and feel excited about the future. Additionally, they will understand the dangers of meeting online strangers and the importance of staying safe when interacting online. Through this unit, pupils will develop greater self-awareness, responsibility for their personal care, and awareness of online safety.</p>	<p>It is important for girls to practice good hygiene, such as using deodorant, changing sanitary products regularly, and keeping clean.</p> <p><u>L3:</u> Boys experience physical changes during puberty, including voice deepening and the growth of facial and body hair.</p> <p>Boys should maintain personal hygiene by showering regularly, using deodorant, and keeping their clothes clean.</p> <p><u>L4:</u> Looking ahead to the next year can bring excitement about new opportunities, activities, and learning experiences. Setting goals for the next year can help children feel positive and motivated.</p> <p><u>L5:</u> Thinking about the future can help children imagine different careers, hobbies, and life goals.</p> <p>It is important to dream big and consider what makes them happy and what they might want to achieve as they grow.</p> <p><u>L6:</u> Meeting strangers online can be risky, as people may not always be who they say they are.</p> <p>It is essential to keep personal information private and avoid meeting online strangers in real life without an adult's guidance.</p>	<p>Explain and apply strategies for managing the emotions relating to change</p> <p><u>Learning Like an Expert Skills:</u></p> <p>PSHE experts reflect upon their feelings and how others feel.</p> <p>PSHE experts take part in discussion and debate.</p> <p>PSHE experts identify problems and challenges and try to think of solutions.</p> <p>PSHE experts think about society and how they can make it a better place.</p>	<p>Womb/Uterus Period/menstruation Sanitary products Tampons</p> <p><u>L3:</u> Puberty Testosterone Hygiene Deodorant Self-care Sperm/semen Testicles/testes Penis Erection Ejaculation</p> <p><u>L4:</u> Goals Excitement Opportunities Motivation Anticipation</p> <p><u>L5:</u> Dreams Career Future Aspirations Ambition</p> <p><u>L6:</u> Stranger danger Online safety Privacy Trust Boundaries</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the things that can affect how I feel about my body 2) To understand the changes girls go through in puberty and how to look after my personal hygiene (PC: Sex) 3) To understand the changes boys go through in puberty and how to look after my personal hygiene (PC: Sex) 			

Music	4) To think about what I am looking forward to next year 5) To think about what I am looking forward to when I grow up 6) To understand the dangers of meeting online strangers (P4) PO			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Classical: Pachelbel's Canon</p> <p>https://www.youtube.com/watch?app=desktop&v=1K3uu5VC2PE</p> <p>End Point: By the end of this unit of work, pupils will have developed their ability to listen to and appraise music by engaging with different versions of Pachelbel's <i>Canon in D</i>. They will be able to play the main melody with both hands, experiment with changes in tempo and dynamics to add expression, and compose their own melodic variations using musical notation. Pupils will also have rehearsed and performed their compositions, reflecting on their progress and providing constructive feedback to support the development of their own and others' musical skills.</p>	<p>L1: Pachelbel's <i>Canon in D</i> was composed around 1680 by Johann Pachelbel, a German classical composer. It is famous for its beautiful, repeating chord pattern and simple, elegant melody. The piece became especially popular in the 20th century and is often played at weddings and special events because of its peaceful, flowing sound.</p> <p>Different versions of Pachelbel's Canon can sound unique because of changes in instruments, tempo, and style. Many popular songs music have been influenced by this piece of music.</p> <p>L2: The melody to a piece of music is a set of notes played in specific order. It is sometimes called the tune.</p> <p>When using a glockenspiel, it is helpful if we use both hands. This helps us strike notes more quickly and accurately.</p> <p>L3: Musicians use tempo (speed) and dynamics (volume) to tell a story or create different moods in their performances.</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>Make up music by organising musical ideas into simple structures which match my task (the context and purpose)</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>Describe the difference between two instruments (the violin is higher than the bass)</p> <p>Identify notes on a staff and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p> <p>Explore different time signatures and tempos and explain why they might have been chosen by their composer.</p>	<p>L1: Johann Pachelbel Classical Composer Chord pattern Melody Variation Influenced</p> <p>L2: Melody Notes Pitch Coordination Rhythm</p> <p>L3: Tempo Dynamics Crescendo Decrescendo Expression</p> <p>L4: Variation Notation Bar Beat Rest</p> <p>L5:</p>

		<p>Changing tempo and dynamics adds expression and emotion to the music.</p> <p>L4: A variation is a new version of a melody that changes some parts but keeps the original idea recognisable.</p> <p>Musical notation is a way of writing down a piece of music. It helps musicians remember and share their compositions accurately.</p> <p>L5: Rehearsing helps build confidence and improves performance by fixing mistakes and refining details.</p> <p>Constructive feedback helps musicians grow by highlighting strengths and suggesting areas for improvement.</p>	<p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</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>Pick out strengths and weaknesses their own and other's work.</p> <p>Make specific comments and justify these well.</p> <p>Learning Like an Expert Skills: Listen to and appraise the music of others.</p> <p>Study the history of music and important changes over time.</p> <p>Practise, develop and refine new musical skills.</p> <p>Use improvisation and ideas from other music to compose their own pieces.</p> <p>Practise and rehearse their own compositions.</p> <p>Perform their compositions to others.</p>	<p>Rehearsal Performance Accuracy Confidence Feedback</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to and appraise a number of versions of Pachelbel's Canon 2) To learn the main melody to our piece of music, focussing on using two hands 3) To experiment with changes in tempo and dynamics when playing our piece of music 4) To write my own variation of the melody to our piece of music, using musical notation 5) To rehearse and perform my compositions and provide constructive feedback to others <p>NB: Many pieces of popular music have been influenced by Pachelbel's Canon. In the first lesson, these variations could be looked at: https://en.wikipedia.org/wiki/List_of_variations_on_Pachelbel%27s_Canon</p>			

<p>Su2: Classical: Clair de Lune</p> <p>https://www.youtube.com/watch?v=zZ_sax0Ve6A</p> <p>End Point: By the end of this unit of work, pupils will have developed their understanding of classical music and the instrumentation typically used. They will have listened to and appraised different versions of Debussy's <i>Clair de Lune</i>. They will be able to play the main melody of their piece, experimenting with tempo and dynamics to add expression and mood. Pupils will compose their own melodic variations using musical notation and create rhythmic backings to support their melodies. They will also rehearse and perform their compositions with confidence, reflecting on their progress and providing constructive feedback to help themselves and others improve their musical skills.</p>	<p>L1: <i>Clair de Lune</i> was composed by Claude Debussy in 1890 and is part of his <i>Suite Bergamasque</i>. It is known for its gentle, flowing melody, which creates a dreamy, reflective mood.</p> <p>Different versions of <i>Clair de Lune</i> can sound unique because of variations in instrumentation, tempo, and interpretation, with some versions feeling lighter and others more dramatic.</p> <p>L2: Changing the tempo (speed) and dynamics (volume) when playing a melody can create different emotions, such as calmness with slow, soft playing or excitement with faster, louder sections.</p> <p>Practising the melody with different tempos and dynamics helps develop control and expression, making the performance more interesting and personal.</p> <p>L3: A variation changes parts of the original melody, such as rhythm, pitch, or note order, while still keeping it recognisable. This allows musicians to show creativity while connecting to the original theme.</p> <p>Musical notation is a system of symbols that helps record melodies accurately, making it easier to remember, practise, and share compositions with others.</p> <p>L4: A rhythmic backing provides a steady beat or pattern that supports the melody, adding energy, structure, and contrast to the music.</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>Make up music by organising musical ideas into simple structures which match my task (the context and purpose)</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>Describe the difference between two instruments (the violin is higher than the bass)</p> <p>Identify notes on a stave and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p> <p>Explore different time signatures and tempos and explain why they might have been chosen by their composer.</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</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>Pick out strengths and weaknesses their own and other's work.</p>	<p>L1: Claude Debussy <i>Clair de Lune</i> Melody Tempo Interpretation</p> <p>L2: Melody Tempo Dynamics Crescendo Expression</p> <p>L3: Variation Notation Rhythm Pitch Bar Beat Rest</p> <p>L4: Pulse Rhythm Beat Syncopation Ostinato</p> <p>L5: Rehearsal Performance Accuracy Confidence Feedback</p>
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French		<p>Experimenting with different rhythms can change the feel of the piece, making it sound more lively, relaxed, or dramatic depending on the pattern and tempo used.</p> <p>L5: Rehearsing regularly helps improve accuracy, timing, and confidence by allowing musicians to refine their skills and correct mistakes.</p> <p>Constructive feedback focuses on both strengths and areas for improvement, using specific, helpful comments to support personal growth and encourage others in their musical development.</p>	<p>Make specific comments and justify these well.</p> <p>Learning Like an Expert Skills: Listen to and appraise the music of others.</p> <p>Study the history of music and important changes over time.</p> <p>Practise, develop and refine new musical skills.</p> <p>Use improvisation and ideas from other music to compose their own pieces.</p> <p>Practise and rehearse their own compositions.</p> <p>Perform their compositions to others.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to and appraise a number of versions of Clair de Lune 2) To learn the main melody to our piece of music, experimenting with tempo and dynamics 3) To write my own variation of the melody to our piece of music, using musical notation 4) To write and practise with a rhythmic backing for my melody 5) To rehearse and perform my compositions and provide constructive feedback to others <p>NB: In lesson 4, pupils can use an online drum machine to help them write their melody. For example: https://www.musicca.com/drum-machine?data=90-n-44-a--5acegikmo6em7ai-</p>			
French	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: The Future End Point:</p> <p>In this unit of work, pupils will learn how to use the future tense to talk about what they are going to do. They will begin to understand how the future tense is formed using “aller”</p>	<p>L1: Like English, French has lots of different tenses. The future tense allows us to talk about what we are planning to do.</p> <p>“Qu’est-ce que...?” means “What...?”.</p> <p>L2:</p>	<p>Change simple adjectives appropriately to match the gender and number of the noun.</p> <p>Form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the question and answer screens as prompts.</p>	<p>L1: <i>chanter</i> to sing <i>écouter</i> to listen <i>jouer</i> to play <i>dormir</i> to sleep</p>

	<p>("to go"), and how to use it in third person sentences. They will do this by building on their knowledge of French verbs acquired from previous units of work. They will also begin to use comparative adjectives to compare characters in a story and explain how they are feeling.</p>	<p>When talking about playing sports or games, "<i>jouer</i>" is followed by the preposition "<i>à</i>". "<i>À</i>" combines with the definite articles which follow it, so "<i>jouer à</i>" + "<i>le foot</i>" = "<i>jouer au foot</i>".</p> <p>The preposition "<i>de</i>" comes after the verb "<i>faire</i>" ("to do") — it usually combines with the definite article that follows it to become either "<i>du</i>", "<i>de la</i>" or "<i>des</i>". For example, "<i>faire de</i>" + "<i>le vélo</i>" = "<i>faire du vélo</i>".</p> <p><u>L3:</u> "<i>Ses</i>" means "his", "hers" or "its" when talking about something that's plural and "<i>mes</i>" means "my" when talking about something plural.</p> <p>If you want to avoid repeating the people's names when asking questions (Amélie and Jacques are used in the scheme of work), you can replace them with "<i>elle</i>" ("she") or "<i>il</i>" ("he") respectively, the rest of the sentence will stay the same. Note that the "<i>e</i>" from "<i>que</i>" in the question will be removed and replaced with an apostrophe if it is used in front of "<i>Amélie</i>" or "<i>elle</i>" — "<i>Qu'est-ce qu'elle va faire demain?</i>" ("What is she going to do tomorrow?"). This is because it would be difficult to say "<i>Amélie</i>" or "<i>elle</i>" straight after "<i>que</i>" as two separate words.</p> <p><u>L4:</u> Usually adjectives just need an extra "<i>e</i>" added to the end of them to become feminine; the only exception here is "<i>jeune</i>" ("young") — it already ends in an "<i>e</i>" so it doesn't need another. The adjectives must agree with the person that they are describing.</p> <p>"<i>Comment</i>" ("how") is used here to ask what somebody is like.</p>	<p>Write and perform a role-play, incorporating basic future tense sentences.</p> <p>Discuss the effect of certain words in the unit's story when prompted.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Listening to others speak the language.</p> <p>Talking with others in the language.</p> <p>Looking for patterns and similarities.</p>	<p><i>manger</i> to eat <i>courir</i> to run</p> <p><u>L2:</u> <i>jouer au foot</i> to play football <i>regarder la télé</i> to watch the TV <i>lire un livre</i> to read a book <i>faire du vélo</i> to go cycling <i>danser</i> to dance <i>aller à la piscine</i> to go to the swimming pool <i>jouer à l'ordinateur</i> to play on the computer</p> <p><u>L3:</u> <i>aller à l'école</i> to go to school <i>jouer dans la cour</i> to play in the playground <i>aller au cours de français</i> to go to French class <i>manger dans la cuisine</i> to eat in the kitchen <i>faire ses devoirs</i> to do homework <i>regarder la television</i> to watch television</p> <p><u>L4:</u> <i>le troll</i> the troll</p>
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		<p>A comparative sentence is formed by saying that something is “more X than Y” (“<i>plus X que Y</i>”). If you want to say that something is “less X than Y” it’s “<i>moins X que Y</i>”.</p> <p><u>L5:</u> “<i>Calme</i>” (“calm”) can also mean “quiet”.</p> <p>None of the adjectives learnt change if they’re describing a feminine noun. If you want to use them to describe more than one person they all need an “<i>s</i>” added to the end.</p> <p>“<i>Je suis</i>” (“I’m”) comes from the irregular verb “<i>être</i>” (“to be”).</p>		<p><i>la princesse</i> the princess <i>petit</i> small <i>grand</i> big <i>laid</i> ugly <i>joli</i> pretty <i>jeune</i> young <i>âgé</i> old</p> <p><u>L5:</u> <i>en forme</i> in good shape <i>calme</i> calm <i>malade</i> ill <i>en colère</i> angry <i>énergique</i> energetic <i>aux anges</i> over the moon</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn how to say what I am planning to do using the future tense 2) To be able to talk about my plans for the weekend using the future tense 3) To learn how to talk about my plans for tomorrow 4) To make comparisons between people 5) To be able to explain how I am feeling 			
	<p>Su2: Jobs End Point: In this unit of work, pupils will learn how to say a selection of job titles and workplaces and also say what they want to do when they grow up. The unit also includes a lesson</p>	<p><u>L1:</u> When talking about what job someone does in French, you don’t need an indefinite article — “<i>Il est fermier.</i>” (“He’s a farmer.”). This also applies to when you’re saying what you’d like to do — “<i>Je veux être astronaute.</i>” (“I want to be an astronaut.”).</p>	<p>Recall, say and write most of the unit’s job titles with their correct articles.</p> <p>Identify the future tense with little help.</p>	<p><u>L1:</u> <i>le travail</i> work <i>un médecin</i> a doctor <i>un pompier</i> a firefighter</p>

	<p>about what can be seen from a space station as well as a lesson which introduces vocabulary associated with the tasks completed by a fireman.</p>	<p>When two verbs are used directly after each other in the present tense, the second verb needs to be in the infinitive — “<i>Je veux être astronaute.</i>” (“I want to be an astronaut.”).</p> <p>“<i>La fusée est prête</i>” (“the rocket is ready”) — “<i>prête</i>” is in its feminine singular form here to agree with “<i>la fusée</i>” (“the rocket”).</p> <p>“<i>Laisse-moi</i>” (“Let me”) is an imperative phrase.</p> <p><u>L2:</u> “<i>Que?</i>” means “which” it’s a useful question word.</p> <p>When talking about what job someone does in French, you don’t need an indefinite article — “<i>Il est coiffeur.</i>” “<i>Un instituteur</i>” and “<i>une institutrice</i>” are the words for male and female teacher, respectively. However, they can only be used for primary school teachers. You would use “<i>un / une professeur</i>” to refer to a secondary school teacher.</p> <p><u>L3:</u> “<i>L’hôpital</i>” (“the hospital”) is a masculine noun — the “e” from “<i>le</i>” has been replaced with an apostrophe because “<i>hôpital</i>” begins with a mute h.</p> <p>“<i>L’école</i>” (“the school”) — this is a feminine noun. The “a” from “<i>la</i>” has been replaced with an apostrophe because “<i>école</i>” begins with vowel.</p> <p>Take care when writing “<i>le salon de coiffure</i>” (“the hairdressing salon”) — “<i>coiffure</i>” (“hairdressing”) is not spelt the same as “<i>un coiffeur</i>” (“a hairdresser”).</p>	<p>Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.</p> <p>Change regular singular nouns into their plural forms with little help.</p> <p><u>Learning Like an Expert Skills:</u></p> <p>Listening to others speak the language.</p> <p>Talking with others in the language.</p> <p>Looking for patterns and similarities.</p>	<p><i>un policier</i> a police officer <i>un chef</i> a chef <i>une astronaute</i> an astronaut <i>une actrice</i> an actress <i>un fermier</i> a farmer <i>une fusée</i> a rocket</p> <p><u>L2:</u> <i>un infirmier</i> a male nurse <i>une infirmière</i> a female nurse <i>un mécanicien</i> a male mechanic <i>une mécanicienne</i> a female mechanic <i>un instituteur</i> a male teacher <i>une institutrice</i> a female teacher <i>un coiffeur</i> a male hairdresser <i>une coiffeuse</i> a female hairdresser</p> <p><u>L3:</u> <i>l’hôpital</i> (m) the hospital <i>l’école</i> (f) the school <i>le restaurant</i> the restaurant <i>le garage</i> the garage <i>le salon de coiffure</i> the hairdressing salon</p>
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				to check the equipment <i>éteindre le feu</i> to put out the fire
	Sequence of Lessons: 1) To be able to explain what job I want to do 2) To be able to explain what jobs other people do 3) To be able to talk about different places of work 4) To be able to talk about a dream job: being an astronaut 5) To be able to talk about what people do at work: firefighters			