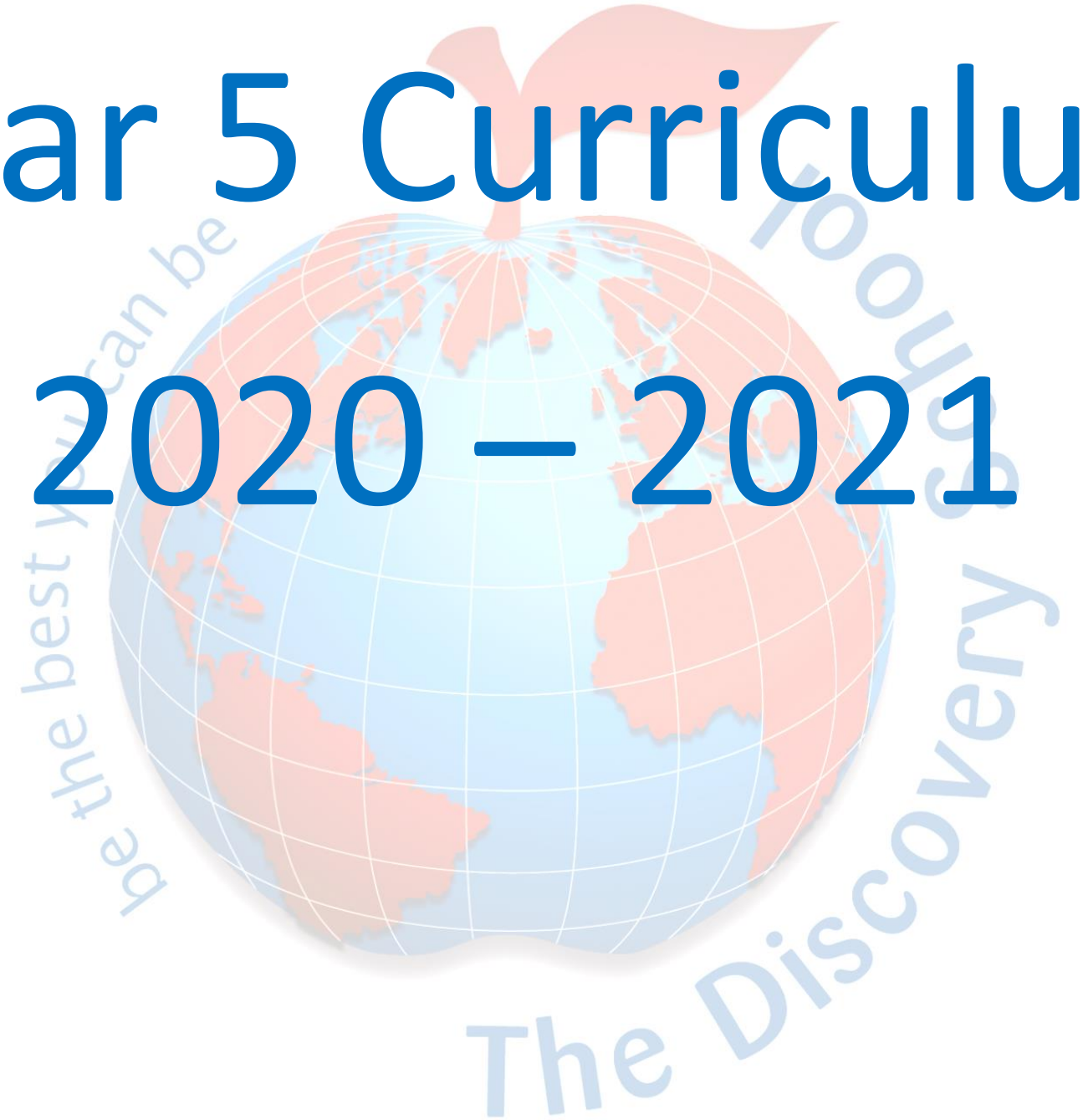
Year 5 Curriculum

2020 – 2021



Year 5 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
How to live forever	Vicious Vikings		Earth and Space		Ancient Egypt: The Nile	

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

	The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.
English	See English Year 5 progression of skills for reading, writing and SPaG
Maths	See Maths Year 5 progression of skills (White Rose)
PSHE	See PSHE and Sex and Relationships curriculum – Year 5

	Living things and their habitats	Earth and Space	Everyday materials	Animals including humans	Forces
Science (Please see the full science plan for teaching ideas)	Working Scientifically: Reporting and presenting 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 LT1: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Working scientifically: Identifying scientific evidence that has been used to support or refute ideas or arguments. LT2: describe the life process of reproduction in some plants and animals.	Woking Scientifically: WS1.To be able to plan a scientific enquiry to answer a question. ES1. To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (This will take two lessons) Working Scientifically: To be able to plan a scientific enquiry to answer a question. To identify scientific evidence that has been used to support or refute ideas or arguments. ES2 To be able to describe the Sun, Earth and Moon as approximately spherical bodies. Working Scientifically: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations ES2 :To be able to describe the movement of the Moon relative to the Earth. Working Scientifically: To be able to plan a scientific enquiry to answer a question ES4 To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Working scientifically: Recording data and results of increasing complexity. Taking measurements using a range of scientific equipment. Reporting and presenting findings in a conclusion. EM1 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Working scientifically: Recording data and results of increasing complexity using a table. Using a range of scientific equipment. Reporting results in a conclusion. EM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Working scientifically: Recording data and results. Using range of scientific equipment. Reporting and presenting findings from investigations. EM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Working scientifically: Reporting and presenting findings from enquiries, including conclusions. AH1 describe the changes as humans develop to old age. Children describe the physical changes for each stage of life. E.g. puberty for a teenager. **This topic will taught in line with the Sex education policy.**	Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using tables and bar graphs. FM1: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Working Scientifically: Using test results to make predictions to set up further comparative and fair tests Taking measurements, using a range of scientific equipment, with increasing accuracy and precision recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments FM2:To be able to identify the effects of air resistance that act between moving surfaces. Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

			Working scientifically: Planning different types of scientific enquiry. Identifying scientific evidence that has been used to support ideas. EM4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (DT link – making toys). Working scientifically: Recording data and results using a table. Using range of scientific equipment. Reporting and presenting findings from investigations. EM5 demonstrate that dissolving, mixing and changes of state are reversible changes. Working scientifically: Recording data and results of increasing complexity using a table. Using range of scientific equipment. Use predictions. Reporting and presenting findings from investigations. EM6 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision FM3:To be able to identify the effects of friction between moving surfaces. Working Scientifically: Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. FM4:To be able to identify the effects of water resistance that act between moving surfaces. FM5 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (this objective will be taught over three individual lesson looking each element) FM6: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (this objective will be taught over three individual lessons looking each element) FM7: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	Key Vocabulary and resources Reproduction, Pollination, Petal, leaf, Stigma, Ovary, Seed, Anther, Stamen, carpel, Mammal, Amphibian, Insect, Bird, Flowers, ipads, plants, pictures of animals, Pictures of trees, Diagram of parts of flowers.	**Key Vocabulary and resources** **Day and night** - Earth, axis, rotate **Solar system** – Star = Sun, Planets = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006) **Phases of the Moon** - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning Moon's orbit: 29.5 days, lunar month Orbit, planets, revolve, sphere Posters showing the different types of scientific enquiry. A round piece of cardboard about 30 cm across. String. A compass (for making circles) Plasticene. Water melon, peppercorn, grapefruit, lime, strawberry, orange, lime, apple, toilet roll. Information books on the planets in our solar system. Pictures of shadows of Earth cast on the Moon (lunar eclipse) Constellation pictures taken from different places on the Earth. Torches. White polystyrene ball. Length of dowelling. Globes. A swivel chair. Ipads. Cards	**Key Vocabulary and resources** Hardness, solubility, transparency, conductivity, electrical, thermal, magnetic, filtering, sieving, evaporation, fair test, dissolving, mixing, reversible change, bicarbonate of soda. Bicarbonate of soda, white vinegar, candles, triangular burning frames, salt, sugar, ice, chocolate, jelly, balloons, indigestion tablets.	**Key Vocabulary and resources** Growth, Puberty, gestation period, X-ray of teeth.	**Key Vocabulary and resources** gravity, friction, air resistance, upthrust, weight Measuring forces: Newton meter, Newtons (N) Particles Surface area Push, pull Balance Mass – grams and kilograms Mechanical devices – gears, levers, pulleys, springs Posters showing the different types of scientific enquiry, Stop watches, Paperclips, Variety of shoes, Planks Protractors Newton/force meters Masses Beakers Metal coat hangers Long transparent cylinders Blue tac Plasticene A range of objects that will partially submerge but not sink to the bottom Washing up bowls Pulleys Wood to attach the pulley to String Plastic cups Base board with axels Gears

	Invasion games	Tactics	Gymnastics	Dance	Yoga	Athletics	Outdoor and Adventurous activities	Feedback
PE	Use a range of sending, receiving and travelling techniques in games with control. (Invasion games, Striking and fielding) Develop techniques and skills, for attacking and defending, and using them consistently, accurately, confidently and with control. (Invasion games, striking and fielding, net games)	Know and use basic strategic and tactical principles of various games and adapt them to different situations.	Perform combinations of gymnastic actions with different levels, speeds and direction. Perform actions, shapes and balances with good body tension and extension. Repeat a longer, more difficult sequence accurately, emphasising extension, body shape and changes in direction, alone, with a partner or a small group. Understand why warming-up and cooling-down is important for our bodies.	Perform movement patterns with different levels, speeds and direction. Repeat longer, more difficult movement patterns accurately, emphasising body shape and changes in direction, alone, with a partner or a small group.	Describe why we exercise and its importance on the body (mentally and physically.) Create routines using yoga poses ensuring they are linked and thought is considered around their breathing. Shapes can be created using the body, with identification of which muscles are being used. Remember and describe different breathing techniques which can calm the body and mind.	Understand and demonstrate the difference between sprinting and distance running. Show balance and control in take-off activities. Demonstrate a range of throwing actions using modified equipment with some accuracy and control. Organise and manage an event well.	Orientate themselves with increasing confidence and accuracy around an orienteering course. Design and create an orienteering course that can be followed and offers some challenge to other. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities as part of a team and individually. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges other. Work effectively as part of a team. Complete an orienteering course on multiple occasions, in a quicker time due to improved techniques.	Watch, evaluate and suggest improvements and strengths in a partner's performance. Understand why exercise is good for your health and fitness and predict how it affects their heart rate, breathing and temperature. **Key vocabulary and Resources:** Invasion Games: Sending Receiving Technique Cooperation Consistent Tactics: Adapt Cooperation Positivity Strategic Tactical Gymnastics: Tension Extension Warm-up Cool down Athletics: Sprinting Balance Control Modify Organise Dance: Repeat accuracy Feedback: Evaluate Strengths Predict Yoga: Mentally Physically Muscles

								OAA: Accuracy Design Challenge Navigate Improve techniques
Geography	**Locational Knowledge** On a world map locate the main countries in Africa. Including Egypt, South Africa, Tunisia and Kenya Identify their main environmental regions, key physical and human characteristics, and major cities. Tunis Cairo Nairobi Cape Town Savannah Desert Coasts Mountain ranges Locate and name the main Northern counties in England. Include Norfolk, Suffolk, Yorkshire, Lincolnshire (Viking counties) Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Market Towns Land use Identify the position and significance of the tropics of Capricorn and Cancer. Simple world map showing the 7 main continents and 5 oceans and the equator and tropics. Identify the position and significance of latitude/longitude and the Greenwich Meridian. (Linking with science, time zones, night and day)	**Place Knowledge** Compare a region in UK with a region in Africa with significant differences and similarities.	**Human and Physical Geography** Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including transpiration (LINK TO SCIENCE); climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).	**Geographical Skills and Field work** Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, **extend to six-figure** (when ready) grid references, symbols and key (including the use of Ordnance Survey maps study an area of an OS in detail) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and line graphs, and digital technologies	**Key vocabulary:** Africa Kenya Egypt South Africa Continent Savannah Desert Coasts Mountain ranges Counties/County Tropics of Capricorn and Cancer Latitude Longitude Greenwich Meantime Rural Urban Boarder

History	**Chronological understanding** Further develop the use of a horizontal timeline to include all epochs studied to date: Stone Henge built 3000BC, Roman invasion 43AD, Bronze Age – Iron Age 1200 – 500 BC, Alfred the Great ruled from 871, Great Pyramid built 2560BC,Great Fire of London 1666, first moon landing 1966, Elizabeth II born 1926, World War I 1914-1918. *Encourage all children to learn these key dates by heart.* *WT children to use the timeline from the previous year.*	**Knowledge and understanding** Identifies changes within and across historical periods. Anglo Saxons and Vikings Viking raids and invasions Resistance by Alfred the Great and Athelston, 1st King of England Further Viking invasions and Danegeld Anglo Saxon laws and justice Edward the Confessor and his death in 1066 Example Key questions: How vicious were the Vikings? Ancient Egypt Study their achievements. Example key questions: Was Cleopatra a great Egyptian? Why did the Egyptians build pyramids? Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied.	**Interpretation** Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.	**Enquiry** Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	**Organisation and communication** Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience. **Key Vocabulary** Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.
DT	**Key Vocabulary** pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output *shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, corrugating, ribbing, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent				

	Technical Knowledge	**Evaluate Existing Products**	**Design**: Understanding contexts, users and purpose	**Generating, developing, modelling and communicating ideas.**	**Make: Planning/ Practical skills and Techniques**	**Evaluate: Own products and ideas**	**Nutrition and Healthy Eating: Where food comes from**	**Food preparation, cooking and nutrition**
	That mechanical systems have an input, process and output. Understand how cams, gears and pulleys create movement and use them in their products. (Use cams/gears board) TOY/LUNAR BUGGY Apply their understanding of how to strengthen and stiffen more complex structures. To apply their understanding of computing to program, monitor and control their products. K'nex Challenge	Investigate and analyse a range of existing products: What is the product and how is it used? How well do products work, achieve their purpose and meet the user's needs and wants? Why materials have been chosen – what properties do they have? How well have the products been designed and made? How have key events and individuals helped shape the world? Focus: Eduardo San Juan the designer of the Lunar Rover. What was the impact of the Lunar Rover design and what did it mean for the world?	Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups: Gather information including web-based sources to inform own design criteria. Identify the needs and wants and preferences intended user – young child, astronaut Work in a range of relevant contexts: Culture, industry, school	Pupils should: Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces, prototypes, and computer-aided design e.g. Word shapes to design a lunar buggy. Describe how the product is fit for purpose. Indicate the design features of their product that will appeal to the intended user. Explain how particular parts of their product will function. Generate innovative ideas having identified the user and their needs. Begin to use cross-sectional diagrams and exploded diagrams.	Pupils should: List tools, equipment and materials needed. Begin to formulate simple step by step plans as a guide to making. •Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components accurately. • Assemble, join and combine materials and components accurately. •Use a wider range of materials and components including construction materials and kits, and mechanical components. •Use a range of finishing techniques accurately.	Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria. Evaluate and feedback on the work of others against their design criteria. • Assemble, join and combine materials and components accurately. •Use a wider range of materials and components including construction materials and kits, and mechanical components. •Use a range of finishing techniques accurately.	•To understand seasonality. •To understand what Fairtrade is. •How food is processed into ingredients that can be eaten or used in cooking.	n/a

<table>
<tr><td rowspan="2">Art</td><td colspan="7"><u>Key Vocabulary</u>
Atmosphere Blending Block prints Charcoal Coloured pencil Complementary Construct Contrasting Digital marks Dry media Embroidery Foci Form Horizon Lino tiles Media Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire</td></tr>
<tr><td><u>Drawing</u>

Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels

Explore colour mixing and blending with coloured pencils

Apply the effect of light on objects from different directions

Begin to use perspective in work using a single foci point and horizon</td><td><u>Colour</u>

Identify and work with complementary and contrasting colours using different media – paint, pastels etc

Mix and match colours to create atmosphere

Use a variety of tools to create texture</td><td><u>Sculpture</u>

Shape, form, model and construct from observation and imagination.

Plan a wire sculpture through drawing and other preparatory work.</td><td><u>Printing</u>

Print with three overlays – using card, string and small lino tiles to create block prints</td><td><u>Textiles and collage</u>

Identify how artists use textiles. Create work using textiles, and various stitching techniques and embroidery stitches.

Recreate designs from other times and cultures using a variety of materials.</td><td><u>Developing and exploring ideas/ evaluating and developing work</u>

To create sketch books to record their observation and use them to review and revisit ideas.

Compare ideas, methods and approaches used by themselves and others.

Discuss how they feel about their own and others work.

What might they change? Adapt work accordingly.

Use a sketchbook to record observations and other visual information from different sources.

Annotate ideas.

Question, discuss and make observations about starting points/artists and artworks.

What can they magpie for their own work?</td><td><u>Artist or architect and designer studies</u>
Ancient Egypt topic

Edward Saidi Tingatinga (African painter)

Earth and Space Topic –

Clyde Bango (wire sculptor artist Zimbawain) and/or Clive Maddison (UK wire sculptor) Wirework

Vikings topic

6 Styles of Norse Art; Oesberg, Borre, Jellinge, Mammen, Ringerike and Urnes</td></tr>
<tr><td>Computing</td><td colspan="2"><u>Using Technology</u>

To compare programs of a similar nature and evaluate which is most effective performing specific tasks. E.g.</td><td colspan="2"><u>Using the Internet</u>

To be able to use advanced search tools.

To be able to skim read for relevant information and identify the impact of</td><td><u>Programming & Control</u>

To continue to design, write and debug (correct errors) more complex</td><td><u>Online Safety</u>

To have an understanding that information published online is public and permanent and</td><td><u>Key Vocabulary</u>

attachment

bcc/cc</td></tr>
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	PowerPoint, publisher, word – which is best? To continue to produce work using a computer, using more advanced features of programs and tools e.g. use margin tools and text book links on publisher, bullet points, columns etc. on word. To begin to create documents and presentations using advanced features such as adding / creating sounds, hyperlinks, video timings. To use technology, including spreadsheets, to create graphs and present data in different ways using basic formulae. To independently manipulate an image using a complex digital device. Use 'Gimp' on the laptop to manipulate images in a range of ways.	incorrect information or data which may contain irrelevant, bias or implausible data. To understand the issues surrounding copyright. To share and exchange ideas using electronic communication e.g. email to answer questions To understand the safety issues surrounding sending and receiving emails. To create a website showing an increasing degree of skill for a specific audience. Writing an email adding an attachment and using the bcc/cc addressing on KLZ (ensure all children have access to a KLZ login prior to the lesson).	algorithms that accomplish specific goals. To be able to work with an increasing number of variables and forms of input and output. To continue to sequence algorithms and selection in programs in order to control a physical system. ***The above objectives will be covered by complete the following compulsory projects:*** Use scratch to recap learning from previous year. (Use speech, sensor blocks, repeat until/if/when blocks). Use knowledge of scratch to use MBlockly on the iPads to control Mbots to follow a specific set of instructions. Move to using the laptop software for controlling Mbots using the same skills On the laptops, use above knowledge to program Ohbots to follow a specific set of instructions.	be aware that privacy settings can be changed on websites or apps. To recognise warning signals to identify that someone may not be who they say they are online. E.g. asking for personal information, photos, school, address, phone number. To further understand the digital consent age of 13 is related to sponsored advertising ad what this entails (explain sponsored advertising and how sponsors use the information) and not just the content of the app itself and the use of photos on social media. To understand which kinds of behaviours constitute cyberbullying and know how to prevent or respond to it e.g. tested adult or report/block features on websites. To demonstrate an age-related understanding of E-safety when communicating online. Ensure that this is appropriate to your class e.g. what videos and photos it is appropriate to upload to social media and only if an adult has given you permission.	*debug* *algorithm* copyright consent secure

RE **Christianity, Humanist + Islam** ***Refer to prior learning of all other religions taught**	**BELIEVING - Understand and know about a range of religions and worldviews** Outline clearly a Christian understanding of what God is like, using examples and evidence. Outline Jesus' teaching on how his followers should live. Make connections between how believers feel about places of worship in traditions. Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Mohammed. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.		**EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews** Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenged. * Express thoughtful ideas about the impact of believing and not believing in God on someone's life. *Offer interpretation of two of Jesus' parables and say what they might teach Christians about how to live. * Explain the impact Jesus' example and teachings might have on Christians today. * Select and describe the most important functions of a place of worship for the community. * Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. * Describe and reflect on the significance if the Holy Qur'an to Muslims.	**LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews** Present different views on why people believe in God or not, including their own ideas. * Express their own understanding of what Jesus would do in relation to moral dilemma from the world today. * Present ideas about the importance of *people* in the place of worship, rather than the *place* itself.	**Key Vocabulary and resources** Humanist, atheist, theist, adnostic, love, forgiveness, justice, fairness, generosity, Kingdom of God, pilgrimage, five pillars of Islam, sunnah, hadith.	
MUSIC	**Play and perform** in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Perform songs with an understanding of the relationship between ***lyrics*** and ***melody.***	**Improvise and compose** music for a range of purposes using the inter-related dimensions of music. Use the venue and sense of occasion to create performances that are well appreciated by the audience. ***Compose*** by developing ideas within musical ***structures.***	**Listen** with attention to detail and recall sounds with increasing aural memory. Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.	**Use and understand** staff and other musical notations. Know and use standard musical notation of ***crotchets, minims and semibreves.*** Indicate how many beats to play in a ***bar.***	**Appreciate** and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Develop an understanding of the **history** of music. Understand the different cultural meanings and purposes of music, including

	Perform by ear and from ***notations***. Maintain their own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change ***pitch*** and show ***control*** in singing. Perform songs with an awareness of the meaning of the words. Perform songs in a way that reflects meaning and the occasion. Sustain a ***drone*** or ***melodic ostinato*** to accompany singing. Play an ***accompaniment*** on an instrument (e.g. glockenspiel, bass drum or cymbal).	Improvise melodic and ***rhythmic phases*** as part of a group performance.		Understand ***time signatures***. Learn the notes on a stave EGBDF and FACE. Read the musical ***stave*** and identify written notation. Draw a ***treble clef*** at the correct position on the stave.	composers and musicians. Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	contemporary culture. Use different venues and occasions to vary my performances.
	Key vocabulary and Resources: Melodic, rhythmic, control, improvise, lyrics, notation, drone, ostinato, accompaniment, compose, effect, phrase, layers, pattern, structure, notation, crotchet, quaver, semi-quaver, minim, semibreve, bar, stave, time signature, treble clef Charanga, ***djembes***, a range of tuned and untuned instruments.					

	Unit 1: Salut Gustave!	Unit 2: À l'école	Unit 3: La nourriture	Unit 4: En ville	Unit 5: En vacances	Unit 6: Chez moi
French	• Greet people and give personal information. • Ask and talk about sisters and brothers. • Say what people have and have not got, using third person *avoir*. • Say what people are like using third person *être,* including negatives. • Ask and answer questions. • Recognise and use plural nouns. • Understand and use *avoir* and *être* in first, second and third person. • Understand and use negatives with *avoir and être.* • Understand agreement of adjectives (feminine singular). • Manipulate language by changing an element in a sentence. • Recognise patterns in simple sentences.	• Name school subjects. • Talk about likes and dislikes at school. • Ask and say the time. • Talk about the timings of the school day. • Understand and use the definite article correctly: *le/la/l'/les.* • Express opinions. • Use correct intonation when asking a question. • Understand that there is not always a direct equivalent to each English word in French. • Use song to help memorise language. • Form longer sentences.	• Ask politely for food items. • Describe how to make a sandwich. • Express opinions about food. • Talk about healthy and unhealthy food. • Understand and use *au/à la/à l'* when referring to flavours of foods. • Give instriuctions in the *vous* form. • Understand and use negatives. • Use the plural form of some food vocabulary. • Use known language in a new context.	• Name places in the town. • Ask the way and give directions. • Say where you are going. • Give the time and say where you are going. • Use *le/la/l'* correctly with places. • Use sequences *d'abord, ensuite, enfin* to say longer sentences. • Give instructions using the *vous* form. • Use prepositions *au/ à la/à l'* with places. • Recognise language patterns and deduce rules. • Incoporate known language into new structures.	• Ask and say where you are going on holiday. • Express opinions about holidays. • Talk about what you're going to do on holiday. • Talk about holiday plans. • Use *au/ à la/à* with places. • Recognise patterns and apply knowledge of rules. • Express opinions. • Say what you're going to do using *Je vais* + infinitive. • Apply grammatical knowledge to make senteces.	• Name rooms in the house. • Describe rooms in the house. • Say what you do at home. • Say what people do and where. • Use *il y a* [+ indefinite article]. • Prepare a short presentation. • Use *c'est* [+ adjective]. • Join sentences with *et*. • Practise new language with a friend. • Use third person verbs. • Manipulate language by changing an element in a sentence. • Use and understand both the definite and indefinite articles. • Make longer sentences.
	Key vocabulary and Resources: **Rigolo 2** • *Bonjour, Salut.* *Comment t'appelles-tu? Je m'appelle…* *Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça.* *Tu es français(e)/britannique? Oui/Non, je suis…* *Quel âge as-tu ? J'ai… ans.*	**Key vocabulary and Resources:** **Rigolo 2** • *C'est… l'anglaise, le français, le sport, l'histoire-géo, les sciences, les maths, la musique.* • *J'aime/Je n'aime pas* + subjects. • *C'est bien/cool/nul.* • *Quelle heure est-il ? Il est une heure et quart/et*	**Key vocabulary and Resources:** **Rigolo 2** • *Je voudrais… s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille.* • *Les tomates, le thon, le formage, une baguette, le*	**Key vocabulary and Resources:** **Rigolo 2** • *Qu'est-ce que c'est ? C'est… la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché.* • *[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord… ensuite… enfin…* + directions.	**Key vocabulary and Resources:** **Rigolo 2** • *Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.* • *J'aime ça. Je n'aime pas ça. J'adore ça. Je déteste ça.* • *Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport.*	**Key vocabulary and Resources:** **Rigolo 2** • *Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres.* • *C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge.* *C'est petit et rouge.* • *Qu'est -ce qu'il/elle fait? Il/Elle mange [un sandwich] /regarde*

	• *Tu as des frères ou des sœurs?* *J'ai un(e)/deux/trois… frères/sœurs.* *Je n'ai pas de frères ou de sœurs .* • *Il/elle a …il/elle n'a pas de…* + revised nouns *: une sœur, un frère, un pantalon, un vélo, une guitare.* • *Il/elle est… il/elle n'est pas… drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e),intelligent(e), français(e), britannique.*	*demie/moins le quart. Il est midi/minuit.* La récré, le déjeuner, l'école commence à…heure(s) et finit à…	*beurre, mangez, coupez, prenez, mettez.* • *J'aime/Je n'aime pas… les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots.* [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.	• *Où vas-tu? Je vais au château/centre sportif/jardin public/ marché/ supermarché. Je vais à la boulangerie/piscine. Je vais à l'école.* Il est [deux] heure(s). Je vais au/ à la/ à l' + places.	*Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.* Consolidation of all the above.	*la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis…* Activities as above + dans le salon/les WC, etc.