



Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 5

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|--|--|---|--|---|
| Year 5 | Value | Thankfulness Generosity | Trust Compassion | Perseverance Courage | Justice Forgiveness | Friendship Service | Truthfulness Respect |
| | Inspirational Theme | Inspirational Theme: Explorers | Inspirational Theme: Children | Inspirational Theme: Creation | Inspirational Theme: Community | Inspirational Theme: Diversity | Inspirational Theme: Leadership |
| | | Earth & Space (S) | World War II (H) | Materials (S) | Vikings (H) | European region (G) | Ancient Greeks (H) |
| | Big Question | What have we learned from our space explorations? | How were the lives of children affected during WWII? (include evacuee & refugee) | What are the properties of materials and how do they change? | Were the Vikings raiders, traders or something else? | What is life like in the Alps? | How did the leadership of the Greeks influence the Western World? |
| | Experiences and Inspiration | Visit from Swindon Stargazers | WW2 dress up Visit from Purton Historical Society Imperial War Museum | Local walks PSHE fundraising cake sale | RE with Purton Vicar | Walk to look at local features Camp out | Greek WOW starter Visit to Ufton Court 25/06/23 |
| | Texts & Film | | | | | | |
| Writing Focus | Sequel: Where does the mouse travel next? Writing to Explain: Explanation | New Story The story of Idris' wisp Writing to Inform: News Broadcast | Prequel The Old Lady's story Writing to Argue: Persuasion (formal) | New scene Write a new scene for the middle of the story, developing Makio & Mr Hirota's characters | Sequel: What will happen next with the rabbits? Writing to Argue: Discussion | New chapter Create a new beast/creature for Odysseus to overcome | |

| | | | | | | |
|---------------------|---|--|--|---|--|--|
| | How does the time machine work? | Wonderous Wisps Appear From The Sky! | Argument to the council persuading them to improve and develop the city | through dialogue Writing to Explain: Instructions How to survive in a tsunami | Do the rabbits have the right to live there? | Writing to Inform: Recount Odysseus' journal |
| Whole class reading | Leon and the Place Between Bold Women in Black History | There's a Boy in the Girls Bathroom Rooftoppers | Street Child Gregor the Overlander | Anglo Saxon Boy | Beowulf Cogheart | Who let the Gods Out |
| Maths | Place Value Addition & subtraction | Multiplication & division Fractions - A | Multiplication & division Fractions - B | Decimals & Percentages Perimeter and area Statistics | Shape Position & Direction Decimals | Negative Numbers Converting units Volume |
| Theme | Children will be introduced to a model of the Sun and Earth that enables them to explain day and night. Children will learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Children will be warned that it is not safe to look directly at the Sun, even when | What happened to ordinary people and children during the war? Children will learn about the home front, the rationing, digging for victory, 'make do and mend', Dad's Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children. They will understand about the use of propaganda and censorship. Design war posters and make gas masks, identity papers and ration books. | Children will learn about states of matter, irreversible and reversible changes. They will explore how mixtures might be created and separated. Children will conduct investigations and explain how the test is fair. | Children will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. The Battle of 1066. Along the way, they will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories like Beowulf. | Children will learn about different mountains and where they can be found in the World. They will understand their key features and how they are formed. As well as learning about mountains in the UK, children will apply this understanding to an area of Europe with mountain ranges. They will study the physical geography of mountains and mountain ranges, their formation, some famous expeditions and also mountain biodiversity. Children will find out about the geographical similarities and differences between Wiltshire and the Alps They will learn about the different physical and human features of the two areas. | Understanding where Ancient Greece was. Understanding in chronology of previous learning when Ancient Greece was. What was life like around the world at the time of the Ancient Greeks Focus on the legacies of the Greeks – look at the link to the Olympic games. What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece? |

| | | | | | | |
|------------------------|--|--|---|---|---|---|
| | wearing dark glasses | | | | Children will also find out about how tourism affects the Alps. | |
| RE | UC U2.1 What does it mean if Christians believe God is holy and loving? | UC U2.3 Why do Christians believe Jesus was the Messiah? | U2.6 What does it mean to be a Muslim in Britain today? | UC U2.4 Christians and how to live: 'What would Jesus do?' | U2.7 What matters most to Humanists and Christians? (C, M/J, NR) | |
| Working Scientifically | <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests 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 identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | |
| Science | Earth and space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | | Properties of materials and reversible and irreversible changes of materials Plastic Pollution - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be | Forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Life Cycles and Reproduction Living things and their habitats - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. Global Warming | Animals, including humans - describe the changes as humans develop to old age |

| | | | | | | | |
|--|-----------|--|--|--|--|--|--|
| | | | | <p>separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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. | | | |
| | Geography | | | | | <p>To investigate places, patterns & to communicate geographically</p> <p>To name and locate capital cities, rivers & mountains of France</p> <p>To recognise key physical & human characteristics of countries and major cities (Paris, France)</p> <p>To Understand the geographical similarities & differences between a region of the UK and a region of a European country.</p> <p>Describe and understand key aspects of: physical geography, including: mountains</p> | |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge and understanding of places Give reasons for similarities and differences between places using what I know about other countries and parts of the UK. Describe and understand key aspects of mountains.</p> <p>Geographical skills Locate and identify the 4 countries and capital cities of Great Britain. Draw maps using 4 figure grid references. Use the terms physical and human & describe features.</p> | |
|--|--|--|--|--|---|--|

| | | | | | | |
|---------|--|---|--|---|--|---|
| | | | | | <p>Make geographical measurements. Understand scaled maps. Use an Ordnance Survey map, including symbols and keys. Draw maps and plans to scale. Find & use 6 figure grid references.</p> <p>Environmental change and sustainable environment Summarise an environmental issue including its causes and possible solutions. Summarise the ways that people are trying to manage an environment in both physical and human terms.</p> | |
| History | | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</p> <p>Chronology Be able to place events, people and changes into a chronological framework – plot WW2 within timeline within book Know and sequence key events of time studied – plotting dates as studied on a timeline as they occur. Make comparisons between different times in the past noting connections and</p> | | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Identify the causes and consequences of key events.</p> <p>To identify similarities and differences between societies in the past and today,</p> <p>To compare different interpretations of history.</p> <p>To sequence people and events in chronological order.</p> <p>To assess the significance of people and societies from</p> | | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Chronology Begin to be able to place events, people and changes into different periods of time showing an emerging sense of period – place the Ancient Greeks onto timeline. Place first Olympics within this chronological framework</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied</p> |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | <p>contrasts – discuss when WW2 sits within framework of previously studied events.</p> <p>Historical Enquiry Throughout the unit expose the children to a range of sources covering these skills throughout Begin to evaluate sources as part of an enquiry Ask and answer significant questions of sources in context Begin to identify primary and secondary sources Select relevant sections of information</p> <p>Cause and Consequence Examine causes and results of great events and the impact on people – explore the impact of WW2 on children and why it happened</p> <p>Continuity and Change Describe and make links between different events, changes and situations across periods and societies - identify how life</p> | | | | <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p> <p>Historical Enquiry Choose relevant material to present a picture of one aspect of life in time past – give the children a range of sources. Children to collate the sources that tell them about a specific focus of Ancient Greece. Historical Terms Use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p>Significance Describe and use sources of information to explain the contribution made of particular people, events and developments – use sources of information about the original Olympics. Compare this with modern Olympics and discuss how original Olympics have had an impact on Olympics today.</p> <p>Interpretation Ask and begin to answer a variety of historically valid questions</p> |
|--|--|---|--|--|--|--|

| | | | | | | |
|-----------|---|---|--|--|--|--|
| | | changed for children throughout the war. | | | | |
| Art | <p>Drawing: I need space</p> <p><i>Developing ideas more independently, pupils consider the purpose of drawings as they investigate and evaluate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to work independently to generate, test, and refine ideas in their sketchbooks, leading to a final piece.</i></p> | | <p>Painting and mixed media portraits</p> <p><i>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</i></p> <p><i>Artists featured: Rembrandt, Van Gogh, Frida Kahlo, Chila Kumari Singh Burman and Njideka Akunyili Crosby.</i></p> | | <p>Sculpture and 3D: Interactive installation</p> <p><i>Using inspiration of historical monuments and modern installations, pupils plan, research and draw a sculpture to satisfy a design brief. They investigate scale, the display environment and possibilities for viewer interaction.</i></p> | <p>Craft and design: Architecture</p> <p><i>Investigating the built environment through drawing and printmaking. Pupils learn about the work of architect Zaha Hadid, create their own building designs, present research on the artist Hundertwasser and explore ideas behind the symbolism of monument design.</i></p> |
| DT | <p>Pop-up Book</p> <p><i>Creating a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.</i></p> | <p>Doodle</p> <p><i>Further exploring series circuits and and introducing motors. Pupils investigate existing products and use their problem-solving skills to establish how they think the products have been constructed, before then creating their own doodler.</i></p> | <p>Structures: Bridges</p> <p><i>Learning about different types of bridges and exploring how the strength of structures can be affected by the shapes used within them. Pupils then create their own bridge and test its durability - using woodworking tools and techniques.</i></p> | <p>Stuffed Toys</p> <p><i>Designing and making a stuffed toy. Pupils learn a new stitch - blanket stitch - which they use to join the fabric together for their toys, before creating and adding decoration.</i></p> | <p>Cooking & Nutrition Developing a recipe</p> <p><i>Researching and modifying a traditional bolognese sauce recipe to improve the nutritional value before then cooking an adapted version and creating packaging that fits a given design criterion. Learning where beef comes from.</i></p> | <p>Digital world: Monitoring devices</p> <p><i>Applying computing skills to program a Micro: bit to monitor optimal temperatures; designing and creating a case or stand for the Micro: bit and developing 3D CAD skills.</i></p> |
| Computing | Coding | Online Safety (Online Reputation, Online Bullying, Privacy and Security, Managing Online Information, Copyright and Ownership) Spreadsheets | Spreadsheets Databases | Game Creator Modelling | Concept Maps Word Processing | Using external devices |
| PSHE | Being me in my world | Healthy Me <i>Smoking, including vaping</i> | Dreams and Goals <i>Future dreams</i> | Celebrating Differences <i>Cultural differences and how</i> | Relationships <i>Self-recognition and self-worth</i> | Changing Me <i>Self- and body image</i> |

| | | | | | | |
|----|---|---|--|---|---|--|
| | <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p> | <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p> | <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p> | <p>they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p> | <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p> | <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p> |
| PE | <p>Mighty Movers (Boxercise)</p> <p><i>I can perform a boxercise routine demonstrating good technique.</i></p> <p><i>I understand the principles of dynamic stretching.</i></p> <p><i>I can improve fitness by raising the heart rate and strengthening the legs and arms.</i></p> <p><i>I can create and apply compositional ideas to the sequence.</i></p> <p><i>I perform actions and moves fluently to music in order to improve personal fitness.</i></p> <p><i>I learn how boxercise moves can be adapted and used in a different format.</i></p> <p>Vocabulary: Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, jumping jacks, punch, turn</p> | <p>Dynamic Dance Bollywood</p> <p><i>I can identify and practise the patterns and actions of the Bollywood dance style.</i></p> <p><i>I demonstrate an awareness of the music's rhythm and phrasing when improvising.</i></p> <p><i>I can create and perform an individual dance that reflects the Bollywood dance style.</i></p> <p><i>I can create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.</i></p> <p><i>I can create group dances that reflect the Bollywood dance style</i></p> <p><i>I can perform a Bollywood dance using a range of movement patterns.</i></p> <p><i>I can perform and evaluate own and others' work.</i></p> <p>Vocabulary: Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance,</p> | <p>Gym Sequences</p> <p><i>I can identify and practise body shapes and balances</i></p> <p><i>I can identify and practise symmetrical and asymmetrical body shapes</i></p> <p><i>I can use and refine the following skills: flexibility, strength, balance, power and mental focus</i></p> <p><i>I can use counterbalances and incorporate them into a sequence of movements</i></p> <p><i>I can perform movements in canon and in unison</i></p> <p><i>I can perform and evaluate own and others' sequences</i></p> <p>Vocabulary: star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, balance, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging</p> | <p>Cool Core (Pliates)</p> <p><i>I can identify techniques to improve balance and core strength.</i></p> <p><i>I can perform Pilates/yoga moves with accuracy</i></p> <p><i>I can learn how to link moves together to make a sequence</i></p> <p><i>I can help a partner to achieve good technique by observing and coaching</i></p> <p><i>I can devise a sequence of yoga/Pilates moves with fluency and accuracy</i></p> <p>Vocabulary: cool core, chair pose, flexibility, fluency</p> | <p>Step to the Beat</p> <p><i>I can develop co-ordination, balance and timing</i></p> <p><i>I can understand the benefits of improving muscle tone in the abdominals and legs</i></p> <p><i>I can develop understanding of the value of this type of exercise</i></p> <p><i>I can perform a sequence of steps in time with the music</i></p> <p>Vocabulary: heart rate, knee crunch, rhythm, cross step, V step</p> | <p>Gymfit Circuits</p> <p><i>I understand why fitness is good for health and wellbeing.</i></p> <p><i>I can develop consistency in technique.</i></p> <p><i>I can develop personal fitness in an obstacle-style circuit in Lessons 3 & 4</i></p> <p><i>I understand why fitness is good for health and Wellbeing in Lessons 5 & 6</i></p> <p>Vocabulary: squat, speed bounce, Burpee, abdominal strength, step-ups, press-ups, skipping.</p> |

| | | | | | | |
|-------|---|--|--|--|--|--|
| | | co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, unison, variation, break-it-down, sections, beats, collaboration, | | | | |
| | <p>Nimble Nets</p> <p><i>I can identify and apply techniques for hitting a tennis ball</i> <i>I can develop the techniques for ground strokes and volleys</i> <i>I can develop a backhand technique and use it in a game</i> <i>I can practise techniques for all strokes</i> <i>I can play a tennis game using an overhead serve and the correct selections of shots</i> <i>I can understand and use doubles scoring in a tennis game</i> Vocabulary: forehand, backhand, drop serve, volley</p> | <p>Boot Camp</p> <p><i>I can complete a range of circuit-based activities and understand the reason for doing them</i> <i>I can complete a circuit that includes activities practised in Lessons 1 and 2</i> <i>I can complete a circuit that includes activities practised in Lessons 1–3 with balance and coordination</i> <i>I can complete a circuit that includes activities practised in Lessons 1–4 with balance and coordination</i> <i>I can complete a circuit that includes activities practised in previous Lessons 1–5</i> Vocabulary: direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank</p> | <p>Fitness Frenzy</p> <p><i>I can complete a circuit that includes a range of activities.</i> <i>I can learn how boxercise moves can be adapted and used in a different format.</i> <i>I can perform a sequence of steps in time with the music.</i> <i>I understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).</i> <i>I understand why fitness is good for health and wellbeing.</i> <i>I can identify techniques to improve balance and core strength.</i> <i>I can improve co-ordination.</i> <i>I can perform a sequence of moves at each station within a circuit with increased accuracy.</i> Vocabulary: Circuit, heart rate, burpee, spotty dogs, plank, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, heart rate, knee crunch, rhythm, cross step, V step, dips, burpees, step-ups, press-ups, skipping, sequence, fluency, core.</p> | <p>Invaders</p> <p><i>I can demonstrate basic passing and receiving skills using a netball</i> <i>I can use good hand/eye co-ordination to pass and receive a ball successfully</i> <i>I can understand the importance of 'getting free' in order to receive a pass</i> <i>I am able to demonstrate a range of defending skills and understand how to mark an opponent.</i> <i>I can learn how to shoot</i> <i>I can understand the different positions in a netball team (five-a-side)</i> Vocabulary: footwork, land, step, pivot, pass, receive, pass, receive, footwork, pivot, step, push, point, chest pass, overhead pass, shoulder pass, bounce pass</p> | <p>Striking and Fielding</p> <p><i>I can develop skills in batting and fielding.</i> <i>I can choose fielding techniques.</i> <i>I can run between the wickets.</i> <i>I can run, throw and catch.</i> <i>I can develop a safe and effective overarm throw.</i> <i>I can learn batting control.</i> <i>I can use all the skills learned by playing in a mini tournament.</i> Vocabulary: Wicket keeper, follow through, scatterball, overarm, underarm, bowl, tournament.</p> | <p>Young Olympians</p> <p><i>I can use correct technique to run at speed.</i> <i>I can develop the ability to run for distance.</i> <i>I can throw with accuracy and power.</i> <i>I can identify and apply techniques of relay running.</i> <i>I can explore different footwork patterns.</i> <i>I understand which technique is most effective when jumping for distance.</i> <i>I can learn how to use skills to improve the distance of a pull throw.</i> <i>I can demonstrate good techniques in a competitive situation.</i> Vocabulary: continuous, push technique, relay, baton, take off, landing, long jump, extend, bend, distance, control, pull and push throw, carousel.</p> |
| Music | <p>Composition notation (Theme: Ancient Egypt)</p> <p><i>Identifying the pitch and rhythm of written notes and experimenting</i></p> | <p>Blues</p> <p><i>Identifying the key features and mood of Blues music and its importance</i></p> | <p>South and West Africa</p> <p><i>Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play</i></p> | <p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p><i>Exploring the associations between music, sounds and colour, composing</i></p> | <p>Looping and remixing</p> <p><i>Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before</i></p> | <p>Musical theatre</p> <p><i>An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how</i></p> |

| | | | | | | |
|---------|--|---|---|---|---|--|
| | <i>with notating their compositions in different ways to further develop understanding of staff notation.</i> | <i>and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</i> | <i>the djembe and some dance moves.</i> | <i>and, as a class and performing their own musical composition.</i> | <i>putting a dance music spin on it to create their own versions.</i> | <i>music can be used to tell a story and learning about performance aspects.</i> |
| Spanish | <p>Phonics 3 (X) The Date (I)</p> <p><i>An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.</i></p> | <p>My Home (I)</p> <p><i>Pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</i></p> | <p>Clothes (I)</p> <p><i>Pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</i></p> | <p>Habitats (I)</p> <p><i>Pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</i></p> | <p>Healthy Lifestyles (P)</p> <p><i>Pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.</i></p> | <p>Olympics (I)</p> <p><i>Pupils will be taught the skills to understand slightly longer and more complicated text in the foreign language. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'practicar' in order to express which sports they do and do not practise. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.</i></p> |