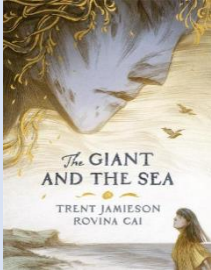
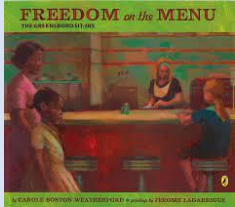
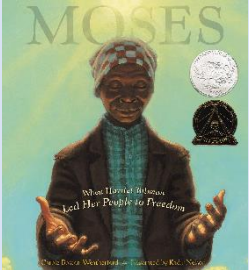
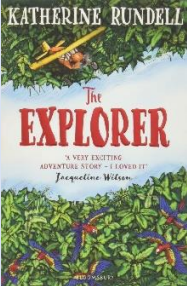
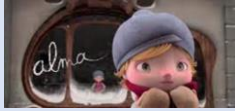

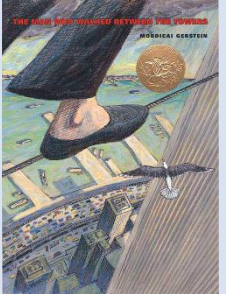




Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Value	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Inspirational Theme: Community	Inspirational Theme: Diversity	Inspirational Theme: Leadership	Inspirational Theme: Children	Inspirational Theme: Explorers	Inspirational Theme: Creation
		Mexico (G)	Maya & British History (H)	British history beyond 1066 (H)	Rainforests (G)	Evolution & Inheritance (S)	Animals including humans (S)
	Big Question	How do Mexico and Wiltshire compare?	How did the Maya civilization compare to the Anglo Saxons?	How has the power of the monarchy changed over time?	How are rainforests important to us?	What does it mean to adapt?	How do you keep your heart healthy?
	Experiences and Inspiration	Mexico Launch Day Class Open Session	Pantomime Bikeability	Wow Day – Battle of Bosworth and Tudor Day Go to the local park	Eco project – how can we sustain our school? Residential	The Living Rainforest (Amazing Adaptations Tour)	Legoland Leavers' Trip
	Texts & Film					 	
	Writing Focus	Sequel What happens the second time around?	New page for the story Brother tries to persuade his friends to go to the ins (dialogue)	Alternative viewpoint Retelling the story from Harriet's viewpoint	Writing to Entertain: Adventure Stories set in the Amazon	Writing to Entertain Prequel Retelling the Alma film	Film Written version of the El Caminante film

	Writing to Argue: Persuasion The girl's speech to the people in the city	Writing to Inform: Biographies	Writing to Inform: Report Report about Harriett Tubman / the Underground Railroad	Writing to Explain: Instructions Survival guide for the rainforest	Writing to Argue: Persuasion (advertising) Travel brochure for the island	Writing to Inform: News Broadcast Twin Towers Tightrope!
Spelling	Challenge Words (Year 5/6 Statutory Spelling Words)	Challenge Words (Year 5/6 Statutory Spelling Words) <u>Spelling Rules</u> - Words with the short vowel sound /i/ spelled y. - Words with the long vowel sound /i/ spelled with a y.	<u>Spelling Rules</u> - Adding the prefix '-over' to verbs. - Convert nouns or verbs into adjectives using suffix '-ful'. - Words which can be nouns and verbs. - Words with an /o/ sound spelled 'ou' or 'ow'. - Words with a soft c spelled /ce/. - Prefix dis, un, over, im. Each have a particular meaning.	<u>Spelling Rules</u> - Words with the /f/ sound spelled 'ph'. - Words with origins in other countries. - Words with unstressed vowel sounds. - Words with endings /shuh/ after a vowel letter. - Words with endings /shuh;/ after a consonant letter. - Words with the common letter string 'acc' at the beginning of words.	<u>Spelling Rules</u> - Words ending in '-ably'. - Words ending in '-ible'. - Adding the suffix '-ibly' to create an adverb. - Changing '-ent' to '-ence'. - -er, -ar, -or at the end of words. - Adverbs synonymous with determination	<u>Spelling Rules</u> - Adjectives to describe settings. - Vocabulary to describe feelings. - Adjectives to describe character. - Grammar vocabulary (x2) - Mathematical Vocabulary
Whole Class Reading	Trash (Andy Mulligan) Leon and the Place Between (Angela McAllister) Holes (Louis Sachar)	Kensuke's Kingdom (Michael Morpurgo) The One and Only Ivan (Katherine Applegate) The Boy at the Back of the Class (Onjali Q Raúf)	Letters from the Lighthouse (Emma Carroll) Once (Morris Gleitzman)	Journey to the River Sea (Eva Ibbotson) Brightstorm (Vashti Hardy)	Pig Heart Boy (Malorie Blackman) The Girl of Ink and Stars (Kiran Millwood Hargrave) The Watertower (Gary Crew)	A Monster Calls (Patrick Ness) The 1000 Year Old Boy (Ross Welford)
Maths	Place Value Addition, Subtraction, Multiplication & Division	Fractions A & B Converting Units	Ratio Algebra Decimals	Fractions, Decimals & Percentages Area, Perimeter and Volume Statistics	Shape Geometry	Themed projects Position and Direction
Theme	Use aerial photographs to compare Wiltshire in the UK and Mexico in Central America.	Examine a variety of sources and use these to make inferences about the past – in particular about Maya economy, culture,		Use atlases, maps and aerial photographs to find rainforests and explain what the climate is like there. Explain why	Building on what they learned about fossils in the topic on rocks in year 3, Children should find out more about how	Children will build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive

		<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Study physical maps of Mexico and label them to show the different regions. Use this knowledge to explain the land-use patterns of Mexico.</p> <p>Explain how the human geography of a region of Mexico (such as Mexico City or Baja California) has changed over the years.</p> <p>Study tourism and migration patterns of Mexico. Research which parts of Mexico generate the most tourism and explain the reasons why.</p> <p>Compare similarities and differences between a region of South America and a region in UK and understand the reasons for these.</p> <p>Analyse, interpret and plot graphs that show variations in temperatures across the year in different parts of Mexico.</p>	<p>religious beliefs and society.</p> <p>Describe how the Maya civilisation has had an impact on modern society.</p> <p>Examine the timeline of the Maya civilisation and consider where there was a rapid change and where there was very little change. Explain why this may be the case.</p> <p>Compare what was happening in the Maya civilisation with what was happening in Britain at the same time.</p> <p>Place the chronology of key events of the Mayan civilisation on a time line with a chronology of the history of Britain.</p> <p>Compare the Maya with the Greek and Egyptian civilisations using a Venn diagram.</p> <p>Describe the ideas, beliefs and attitudes of all groups of people in the Maya civilisation.</p>		<p>rainforests cannot be found in the UK.</p> <p>Label maps to show where rainforests can be located.</p> <p>Compare the average rainfall in different climate zones, including the rainforest.</p> <p>Compare the sizes of different rainforests.</p> <p>Explain how the vegetation and animal life changes in the different layers of the rainforest.</p> <p>Investigate the effects of climate change and pollution on rainforests.</p> <p>Research trade routes from the UK, looking at key exports and imports.</p> <p>Investigate the natural resources, such as palm oil, that can be found in the rainforest and the role they play in trade route.</p> <p>Describe the fair trade process for some products from the rainforest.</p>	<p>living things on earth have changed over time.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Children might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Children will work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in</p>	<p>system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Children will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Children will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
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						extreme conditions, for example, cactuses, penguins and camels. They will analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	
RE	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.9 What can be done to reduce racism? Can religion help?	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, 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	<ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or 	<ul style="list-style-type: none"> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of 		<ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and 	<ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but 	<ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	

		<p>from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> - use recognised symbols when representing a simple circuit in a diagram. 		<p>animals based on specific characteristics.</p>	<p>normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> - describe the ways in which nutrients and water are transported within animals, including humans.
Geography	<ul style="list-style-type: none"> - Know that Wiltshire is the county in which we live - Know that Mexico is in North America, however much history is common with South America - Know the human and physical features of Mexico - Know the similarities and differences of physical and human geography of the contrasting areas - Know climate zone, biomes and vegetation belts - Know types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 				<ul style="list-style-type: none"> - Know where the Amazon rainforest is - Know that Brazil is in South America - Know what a biome is and the names of 3 of the major biomes - Know what the equator, the northern and southern hemispheres are - Know what the tropics of Cancer and Capricorn are - Know that the largest rainforest in the world is in Brazil with the largest river - Know the 4 layers of a tropical rainforest - Know the word indigenous - Know one way in which the Amazon is changing - Know why the rainforest is important - Know how humans are having a negative impact on the Amazon and action that can be taken to help 	<ul style="list-style-type: none"> - Know how the ocean is used for human activity - Know how the ocean regulates the Earth's climate and temperature - Know that Australia is in the Southern Hemisphere - Know that the largest reef in the world is off the North East coast of Australia and that it can be seen from space - Know what a reef is - Know some dangers posed to reefs by humans - Know the oceans surrounding Australia - Know how to work out time zones using maps - Know that Australia has many biomes and why (size and location) - Know how humans impact the oceans and some actions that can 	

				- Know that plants and trees adapt to living in the rainforest	be taken to support healthy oceans	
History		<ul style="list-style-type: none"> - Describe the key physical features of the Maya civilisation. - Explain the challenges facing the Maya in the rainforest. - Explain how the Maya settled in the rainforest. - Name the features of Maya houses. - Identify the similarities and differences between Maya and Anglo-Saxon houses. - Explain the Maya creation story. - Identify the characteristics of important gods or goddesses. - Name the features of Maya cities - Create a plan of a Maya city, including the main features. - Explain the reasons for the decline of the Maya civilisation. - Evaluate the reasons for the decline of the Maya civilisation. - Identify similarities and differences between the Maya civilisation and the Anglo-Saxons. 	<ul style="list-style-type: none"> - To know when the Tudor period was and why it was named (battle of Bosworth and Henry VII). - To know who Henry VIII was and that he had 6 wives - To know that this was a period of religious change leading to the formation of the Church of England. - To know the story of the Mary Rose and the theories about why it sank (visit to Portsmouth). - To know what the artefacts of the Mary Rose tell us about everyday life on board the ship. - To know who succeeded Henry VIII (Edward, Mary and Elizabeth) and that this eventually heralded the beginning of the Elizabethan period. 			
Art & Design		<u>Art</u> Drawing: Making My Voice Heard (5)	<u>Art</u> Painting and Mixed Media: Artist Study (9)	<u>Art</u> Painting and Mixed Media: Artist Study (continued)	<u>Art</u> Sculpture and 3D: Making Memories	<u>Art</u> Craft and Design: Photo Opportunity

		<i>Exploring how artists have conveyed messages from the Ancient Maya to modern-day street art. The children extend their understanding of how artists use imagery and symbols, and develop their drawing techniques of expressive mark making, tone, and the dramatic light and dark effect called 'chiaroscuro'.</i>	<i>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in their sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</i>	<i>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in their sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist</i>	<i>Creating a personal memory box, pupils reflect on their time at primary school, representing their memories through art using a range of materials and techniques and develop skills in planning, creating, and evaluating 3D sculptures.</i>	<i>Exploring photography as a medium for expressing ideas, children investigate scale and composition, colour, and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</i>
Design and Technology	<u>Design and Technology</u> Digital World: Navigating the World (5) <i>Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.</i>	<u>Design and Technology</u> Cooking and Nutrition: Come Dine With Me (4) <i>Researching and preparing a three-course meal and taste-testing and scoring their outcomes. Researching the journey of their main ingredient from 'farm to fork' and writing a favourite recipe.</i>	<u>Design and Technology</u> Structures: Playgrounds (4) <i>Designing and creating a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practising visualising objects in plan view and including natural features within their designs.</i>	<u>Design and Technology</u> Textiles: Waistcoats (4) <i>Selecting fabrics, using templates, pinning, decorating and stitching materials together to create a waistcoat.</i>	<u>Design and Technology</u> Electrical Systems: Steady Hand Game (4) <i>Designing and creating a steady hand game, using nets to make the bases and applying knowledge of electrical circuits to build an operational circuit with a buzzer.</i>	<u>Design and Technology</u> Mechanical Systems: Automata Toys (4) <i>Using woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.</i>
Computing	Coding	Online Safety (Online Reputation, Online Bullying, Privacy and Security, Copyright and Ownership, Managing Online Information) Spreadsheets	Blogging Text Adventures	Text Adventures Networking	Quizzing	Understanding Binary Spreadsheets
PSHE	Being me in my world <i>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice</i>	Healthy Me <i>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</i>	Dreams and Goals <i>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements</i>	Celebrating Differences <i>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</i>	Relationships <i>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness</i>	Changing Me <i>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends</i>

	Anti-social behaviour Role-modelling		Compliments		Technology safety Take responsibility with technology use	Sharing consensual and non- consensual images Transition
PE	<p>Tcoukball</p> <p><i>I can throw the ball at a low target with a chosen method (under/overarm)</i> <i>I can demonstrate 4 coaching points practically when catching</i> <i>I can take 3 steps after catching & passing it accurately using different methods</i> <i>I can throw the ball at the target from outside forbidden zone</i> <i>I can get into a position outside forbidden zone ready to catch & have some success at catching</i> <i>I have a good enough understanding to play the game at a slow pace</i> Vocabulary: attacker, defender, rebound, non-contact, reaction time, speed</p>	<p>Mighty Movers (Boxercise)</p> <p>I know and understand the basic principles of a good warm-up. I understand how moves can be linked together to perform more complex/challenging moves. Lessons 2 & 3 I can perform and devise a sequence of movements to music. Lessons 4-6 Vocabulary: Aerobic warm-up, jab, cross jab, jog and roll, boxing, twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, combination moves (combos), upper cut, hook.</p>	<p>Hockey</p> <p><i>I can look up when moving with the ball</i> <i>I can use the push pass accurately</i> <i>I can pass left and right under pressure</i> <i>I can tackle someone and win the ball</i> <i>I can show good accuracy and power</i> <i>I can help create tactics in my team.</i> Vocabulary: speed, direction, V- Drag, Roll Strong, Left/Right Drag, dribble, receive, push pass, grip, strike, defenders, attackers</p>	<p>Cool Core (Pliates)</p> <p><i>I can identify exercises that will improve core strength and stability</i> <i>I can apply balance techniques when performing cool core exercises</i> <i>I can perform cool core exercises of increased difficulty with balance</i> <i>I can create original cool core moves</i> <i>I can demonstrate balance and coordination</i> <i>I can perform others' sequences with control and balance</i> Vocabulary: cool core, Pilates, triangle pose, sequence, fluency, core, share, evaluate</p>	<p>Step to the Beat</p> <p><i>I can understand the value of aerobic exercise</i> <i>I can perform aerobic activity to music</i> <i>I can practise and apply a sequence of step moves to the beat of the music</i> <i>I can devise a sequence of step-based activities to music</i> Vocabulary: heart rate, knee crunch, rhythm, cross step, V step, heel flick, squat, abdominals, grapevine, switch arm, push up</p>	<p>Gymfit Circuits</p> <p><i>I can plan a personal programme Lessons 1-6.</i> Vocabulary: repetition, fitness programme.</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 co-ordination</i> <i>I can complete a circuit that includes activities practised in</i></p>	<p>Lacrosse</p> <p><i>I can demonstrate correct handling of the Lacrosse stick</i> <i>I can throw and catch accurately.</i> <i>I can pass the ball while moving.</i> <i>I can play mini-games</i> <i>I can take part in a Lacrosse tournament demonstrating understanding of how to play the game and the skills required.</i></p>	<p>Fitness Frenzy</p> <p><i>I can complete a circuit that includes different aerobic activities.</i> <i>I can perform and devise a sequence of movements to music.</i> <i>I can understand the value of aerobic exercise.</i> <i>I can devise a sequence of step-based activities to music.</i> <i>I can plan a personal programme.</i></p>	<p>Invaders</p> <p><i>I understand the basic rules of tag rugby</i> <i>I can work as a team, using ball-handling skills</i> <i>I can pass and carry a ball using balance and co-ordination</i> <i>I can use skills learned to play a game of tag rugby</i> <i>I can apply rules and skills learned to a game</i> <i>I can play in a mini tag rugby competition</i></p>	<p>Nimble Nets</p> <p><i>I can demonstrate and use the correct grip of the racket and understand how to get into the ready position</i> <i>I understand how to serve the shuttle in order to start the game</i> <i>I can develop children's ability to perform and understand the 'overhead clear' shot and the impact</i></p>	<p>Young Olympians</p> <p><i>I can investigate running styles and changes of speed.</i> <i>I can practise throwing with power and accuracy.</i> <i>I can throw safely and with understanding.</i> <i>I can demonstrate good running technique in a competitive situation.</i> <i>I can explore different footwork patterns.</i> <i>I understand which technique is most effective when jumping for distance.</i></p>

	<p>Lessons 1–4 with balance and co-ordination</p> <p>I can complete a circuit that includes activities practised in previous Lessons 1–5</p> <p>Vocabulary: direction, catcher, personal fitness, heart rate, challenge, heart rate, circuit, aerobic fitness</p>	<p>Vocabulary: scoop, overarm, underarm, opponent, receiver, attacker, drill</p>	<p>I can perform others' sequences with control and balance.</p> <p>I can perform a sequence of moves at each station within a circuit with increased accuracy.</p> <p>Vocabulary: Circuit, heart rate, burpee, spotty dogs, plank, aerobic warm-up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, upper cut, hook, combination moves (combos), repetition, fitness programme, Sequence, fluency, core, share, evaluate, strength and stamina, flexibility, aerobic, circuit training.</p>	<p>Vocabulary: tag, forfeit, hop, skip, try, handover, tag, rules, competition, tournament</p>	<p>I can understand that the drop shot is an attacking shot, and why</p> <p>I understand how to use different shots to outwit an opponent in a game</p> <p>I can develop knowledge, understanding and principles within a doubles game, including tactics and strategies used</p> <p>Vocabulary: shuttle, racket, court, net, shot, rally, ready position, serve, high, low, short, long, overhead clear, contact, pressure, disguise</p>	<p>I can utilise all the skills learned in this unit in a competitive situation.</p> <p>Vocabulary: Sprint start, standing start, javelin, position, direction, target, technique, distance, pull, relay, position, pace, handover, positioning, take off, landing, long jump, extend, bend, distance, control, carousel.</p>
Music	<p>Baroque</p> <p>Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.</p>	<p>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Songs of World War 2</p> <p>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p>Film music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>Theme and variations (Theme: Pop Art)</p> <p>Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p>Composing and performing a Leavers' song</p> <p>Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.</p>
Spanish	<p>Phonics 3&4 (X) At School (P)</p> <p>Pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along</p>	<p>Planets (P)</p> <p>Pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards</p>	<p>The Weekend (P)</p> <p>Pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised</p>	<p>Habitats (P)</p> <p>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. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat.</p>	<p>Vikings (P)</p> <p>Pupils will be taught the skills to describe themselves in the foreign language. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.</p>	<p>Me in the world (P)</p> <p>Pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>

	<i>with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</i>	<i>performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.</i>	<i>responses by the end of the unit.</i>			
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