

**Byerley Park Primary School**  
**Year Six Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>World War 2</b>		<b>Change</b>		<b>Sport</b>	<b>Mayan</b>	
<b>English</b>	<b>See Byerley Park Primary School English Long Term Plan</b>						
<b>Maths</b>	<b>See Byerley Park Primary School Mathematics Long Term Plan</b>						
<b>Science</b>	<p><b><u>Living Things and Habitats</u></b></p> <ul style="list-style-type: none"> <li>- LTH1 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>- LTH2 give reasons for classifying plants and animals based on specific characteristics.</li> <li>- LTH3 know that broad groupings, such as micro-organisms, plants and animals can be subdivided. LTH4 should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</li> <li>- LTH5 find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</li> </ul>		<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- L1 recognise that light appears to travel in straight lines</li> <li>- L2 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</li> <li>- L3 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>- L5 work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope</li> </ul>		<p><b><u>Animals (including Humans)</u></b></p> <ul style="list-style-type: none"> <li>- AIH1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- AIH3 describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>- AIH4 explore questions to understand how the circulatory system enables the body to function.</li> <li>- AIH5 learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other</li> </ul>		<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- E2 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- E3 use recognised symbols when representing a simple circuit in a diagram.</li> <li>- E4 construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</li> <li>- E5 learn how to represent a simple circuit in a diagram using recognised symbols.</li> </ul>

			<p>and using the idea that light appears to travel in straight lines to explain how it works.</p> <ul style="list-style-type: none"> <li>- L6 look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</li> </ul>	<p>substances can be harmful to the human body.</p> <ul style="list-style-type: none"> <li>- AIH6 explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>		
<b>Computing</b>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Understand the opportunities computer networks offer for collaboration</li> <li>- Be discerning in evaluating digital content</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Understand the opportunities computer networks offer for collaboration</li> <li>- Be discerning in evaluating digital content</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Use Publisher/ PowerPoint to create and present newspapers/ posters/ leaflets to match the needs of an audience</li> <li>- Create a meaningful video that explains an area they have investigated</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Use logical reasoning to explain how some simple algorithms work</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Use selection in programs</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use logical reasoning to detect and correct errors in algorithms</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Use Publisher/ PowerPoint to create and present newspapers/ posters/ leaflets to match the needs of an audience</li> <li>- Create a meaningful video that explains an area they have investigated</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Be able to create and use a spreadsheet with simple formulas e.g. SUM</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Use Publisher/ PowerPoint to create and present newspapers/ posters/ leaflets to match the needs of an audience</li> <li>- Create a meaningful video that explains an area they have investigated</li> <li>- Use Pixlr.com to edit pictures to enhance it for use</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Gain an understanding of how databases are used in the real world</li> <li>- Search large online database e.g. National Rail</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Use selection in programs</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use logical reasoning to detect and correct errors in algorithms</li> </ul>
<b>PE</b>	<p><b>MGFA (Sports Leadership)</b></p> <ul style="list-style-type: none"> <li>- Focus on working well as part of a team to meet a common goal</li> </ul>		<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Perform a range of warm up exercises.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Developing a wider range of skills and</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- Practice my skills by trying different</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Combine jumps smoothly to perform</li> </ul>

	<ul style="list-style-type: none"> <li>- Discuss what makes a good leader</li> <li>- Consider the skills required to be a good leader and design a poster to demonstrate this.</li> <li>- Consider why it is important to prepare equipment early for a session and ensure it is all out and set up.</li> <li>- Consider why it is important to ensure equipment is correctly stored and put away.</li> <li>- Consider the impact this could have on a session if it is not stored correctly.</li> <li>- Produce a list of rules for coaches to follow to try and control these problems.</li> <li>- Discuss the main parts of a session and how long should each part last.</li> <li>- Pupils to identify – Warm Up, Skills/practice, and Games and cool down.</li> <li>- Plan a session with a partner to be delivered to a group of pupils.</li> <li>- Use all resources effectively</li> <li>- Evaluate lesson that has been planned and delivered.</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Know why warming up and cooling down is important</li> <li>- apply my skills to any practice or game situation with good control and precision</li> <li>- use a selection of passes, dribbles and shots in a game</li> <li>- discuss tactics in a game situation, having a positive influence</li> <li>- defend by stopping an opponent from scoring in a game situation</li> <li>- serve overarm</li> <li>- Understand principles of team and individual games such as possession, attacking and defending.</li> <li>- Discuss tactics during a game situation and have a positive influence on their team.</li> <li>- Explain and comment on their own and others performances.</li> <li>- Change and develop their performance to show improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Show good body tension and extension when performing</li> <li>- Mover smoothly in and out of partner supports</li> <li>- Make sequences interesting by changing the shapes of individuals, pairs or the group</li> <li>- Use support balances, symmetry, asymmetry, varying the speed, levels and directions from moving into and out of stillness.</li> <li>- Know what to look for when watching and describing others' sequences.</li> <li>- Judge the different stages of a routine and decide which criteria they want to be assessed on in order to improve their performance.</li> <li>- Know and independently use a wide range of warm up exercises.</li> <li>- Understand the importance of strength in shoulders, legs and stomach and suppleness of hamstrings, back, shoulders and hips in order to perform</li> </ul>	<ul style="list-style-type: none"> <li>- approaches to the same challenge</li> <li>- take time to understand what is expected in a challenge and what is expected of me in preparing and carrying out a task</li> <li>- developed orienteering skills i.e. setting a map, taking directions from major landmarks, recognising symbols and features on a map</li> <li>- Use their skills and knowledge in unfamiliar environments to meet the requirements of a task or solve a problem.</li> <li>- Know the value of PLANNING – DOING – REVIEWING in being successful in a task and cooperate with others when discussing and modifying decisions taking into account the strengths and weaknesses within the group.</li> <li>- Understand the importance of rules and regulations</li> <li>- Are aware of their own and others' abilities during the</li> </ul>	<ul style="list-style-type: none"> <li>- triple jump with power and control</li> <li>- Know the difference between sprinting and running at a slower pace</li> <li>- Throw a javelin, discuss and shot put with power and accuracy with good technique</li> <li>- Comes up with tactics for events</li> <li>- Has a positive influence on events</li> <li>- Demonstrate a wide range of different athletics skills by using actions and movements that show fluency, control and precision.</li> <li>- Know how to use skill in the three areas of athletics.</li> <li>- Identify and explain parts of theirs and others performances that need to be improved.</li> <li>- Explain how they would do this.</li> <li>- Perform a range of warm up exercises.</li> <li>- Know why warming up and cooling down is important.</li> <li>- Understand that their body reacts in different ways to exercise.</li> <li>- explain why athletics is good for your health</li> </ul>
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			<p>well and understand which they need (strength or suppleness) to perform a certain action.</p> <ul style="list-style-type: none"> <li>- Practice all to the left with increasing speed, different levels and pathways.</li> <li>- Side bunny hop moving to a cartwheel</li> <li>- Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</li> <li>- Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements.</li> <li>- Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as</li> </ul>	<p>task.</p> <ul style="list-style-type: none"> <li>- Accept ideas from others to improve performance and efficiency</li> <li>- Know the importance of comfortable clothing and footwear.</li> <li>- Understand that a warm up must be carried out.</li> <li>- Know the right technique for lifting and carrying equipment safely.</li> <li>- Understand that different types of activity require different levels of fitness e.g. orienteering requires stamina and climbing requires strength</li> </ul>	
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			<p>jumping and rolling.</p> <ul style="list-style-type: none"><li>- Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</li></ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"><li>- Perform using a range of actions and dynamics</li><li>- Vary the space in which they move and relationships in the group performing solo or duo or as a whole group</li><li>- Communicate their intention using expression</li><li>- Structure motifs, adapting them to improve and develop the technical and expressive content.</li><li>- Use basic compositional ideas to create longer dances.</li><li>- Be aware that they must take into account the position of the audience when performing.</li><li>- While commenting</li></ul>		
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			<p>on performance they identify specific techniques and compositional ideas.</p> <ul style="list-style-type: none"> <li>- Suggest ways to improve their own and others performance to communicate the dance idea more clearly.</li> <li>- Know that dance can develop strength, suppleness and stamina.</li> <li>- Understand how dance can help improve all areas of physical activity</li> <li>- Explain how to look after their body, by wearing the right clothing and footwear.</li> </ul>		
<b>History</b>	<p><b><u>WW2 with a geography link. (Depth)</u></b></p> <ul style="list-style-type: none"> <li>- Use UKS2 (and LKS2) vocabulary accurately</li> <li>- Understand that a timeline is divided into periods of history</li> <li>- Create a detailed timeline to place dates from times studied independently</li> <li>- Devise historically valid questions for the period studied about a variety of historical concepts (change, cause, similarity and difference, significance)</li> <li>- Understand that evidence may not always be reliable and can evaluate and select reliable sources of evidence independently.</li> <li>- Use evidence to explain why there may be different accounts of history (there may not be a single answer to a historical questions)</li> <li>- Knows facts about people and events studied in Year Six</li> <li>- Explain how the time period studied has affected life today</li> <li>- Make links between time periods of a chosen</li> </ul>	No History covered in this term	No History covered in this term	<p><b><u>Non-European Society – Maya (Depth)</u></b></p> <ul style="list-style-type: none"> <li>- Use UKS2 (and LKS2) vocabulary accurately</li> <li>- Understand that a timeline is divided into periods of history</li> <li>- Create a detailed timeline to place dates from times studied independently</li> <li>- Devise historically valid questions for the period studied about a variety of historical concepts (change, cause, similarity and</li> </ul>	

	<p>element of society</p> <ul style="list-style-type: none"> <li>- Prioritise which reasons were the most important why an event took place.</li> <li>- Understand what makes some events and people more significant than others.</li> </ul>			<p>difference, significance)</p> <ul style="list-style-type: none"> <li>- Understand that evidence may not always be reliable and can evaluate and select reliable sources of evidence independently.</li> <li>- Use evidence to explain why there may be different accounts of history (there may not be a single answer to a historical questions)</li> <li>- Knows facts about people and events studied in Year Six</li> <li>- Explain how the time period studied has affected life today</li> <li>- Make links between time periods of a chosen element of society</li> <li>- Prioritise which reasons were the most important why an event took place.</li> <li>- Understand what makes some events and people more significant than others.</li> </ul>
<b>Geography</b>	<p><b><u>Why are mountains important?</u></b></p> <ul style="list-style-type: none"> <li>- Location and Knowledge</li> <li>- Recap on location knowledge</li> <li>- Describe and locate physical characteristics together with key topography – Why have they changed over time? Identify physical characteristics, key topographical features and how they have changed over time.</li> <li>- Geographical Skills and Fieldwork</li> </ul>	No Geography covered in this term	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>- Use Year 6 fieldwork skills to observe measure and record the human and physical features in the local area.</li> </ul> <p><b><u>Extension</u></b></p>	<p><b><u>South America</u></b></p> <p><b><u>Location and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Describe the environment and the human and physical features of South America.</li> <li>- Identify physical</li> </ul>

	<ul style="list-style-type: none"> <li>- Accurately use six figure grid references.</li> <li>- Independently read Ordnance map symbols to be able to identify a safe and realistic journey.</li> <li>- Observe, measure and record human and physical geography within the country of focus.</li> <li>- Competently use maps, atlases, globes and digital computing maps.</li> <li>- Human and Physical Geography Use and understand Year 6 Human and physical geographical vocabulary accurately</li> </ul>		<ul style="list-style-type: none"> <li>- To confidently sketch maps without the support of an atlas.</li> </ul>	<p>characteristics, key topographical features and how they have changed over time.</p> <ul style="list-style-type: none"> <li>- Identify the position and significance of the Prime/Meridian and time zones (including night and day).</li> <li>- Describe and explain environmental regions and key physical and human characteristics of South America.</li> <li>- <b>Extension</b> – Design a guide to teach others about the different time zones and identify what areas of the economy it is important to know what time it is in other countries.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human physical geography of South America</li> <li>- <b>Extension</b> – To refer understanding back to previous years to be able to make links.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Use and understand Year 6 Human and</li> </ul>
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					<p>physical geographical vocabulary accurately</p> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>- Use 6 figure grid references accurately</li> <li>- Independently read and understand symbols from an Ordnance Survey map</li> <li>- Use maps, atlases, globes and digital computing maps to locate countries and describe and explain features studied</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>- Combine visual and tactile qualities</li> <li>- Record ideas and experiences in a sketchbook and include notes and evaluations</li> <li>- Increasing use of sketchbook to record ideas in sketched form/ annotated</li> <li>- Evidence of the development of a piece of work contributing towards a final outcome (<i>stages of trying out techniques, collecting starting points</i>) design sets of paintings e.g. a collection of postage stamps</li> </ul>		<ul style="list-style-type: none"> <li>- Use shading to add interesting effects, show shadows and reflections of 3D shapes</li> <li>- Use a variety of different shaped lines, to indicate movement</li> <li>- Begin to use texture in painting, gained through paint mix or brush technique</li> <li>- Combine colours and create tints, tones and shades to reflect the purpose of learning</li> <li>- Record ideas and experiences in a sketchbook and include notes and evaluations</li> <li>- Increasing use of sketchbook to</li> </ul>		<ul style="list-style-type: none"> <li>- Use drawings and designs to add fine detail to printing</li> <li>- Combine a range of visual elements to reflect the purpose</li> <li>- Record ideas and experiences in a sketchbook and include notes and evaluations</li> <li>- Select own images and starting points for work in sketchbooks from a range of sources</li> <li>- Starting to take risks with paintings incorporating mixed media such as collage materials. Influences of works studied can be seen but work is not a direct "copy" of</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of tools and techniques for sculpting clay</li> <li>- Use carvings to a surface to create shapes, textures and patterns</li> <li>- Record ideas and experiences in a sketchbook and include notes and evaluations</li> <li>- Evidence of the development of a piece of work contributing towards a final outcome (<i>stages of trying out techniques, collecting starting points</i>) design sets of paintings e.g. a collection of postage stamps.</li> </ul>

			<p>record ideas in sketched form/ annotated</p> <ul style="list-style-type: none"> <li>- Capture a moment through working in range of contexts both indoor and outside</li> <li>- Evidence of the development of a piece of work contributing towards a final outcome (<i>stages of trying out techniques, collecting starting points</i>) design sets of paintings e.g. a collection of postage stamps</li> <li>- Developing paintings in stages by allowing sections to dry or adding detail in felt pen</li> <li>- Show tonal qualities in drawings (<i>cross hatching, pointillism, sidestroke, use of rubber to draw</i>)</li> <li>- Build simple observational drawings into paintings using fine brushes, develop into fabric silk paintings (<i>natural sources</i>) Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles</li> </ul>		<p>pieces. Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</p> <ul style="list-style-type: none"> <li>- Evidence of the development of a piece of work contributing towards a final outcome (<i>stages of trying out techniques, collecting starting points</i>) design sets of paintings e.g. a collection of postage stamps</li> <li>- To evaluate the work of artists, craft makers, designers and architects</li> <li>- Use of acetate and OHP to draw large scale images.</li> <li>- Communicate ideas using symbols as well as representations</li> <li>- Form tessellations, repeated patterns to show movement/ motion</li> <li>- Cubist artists such as Picasso, Duchamp to show movement/ layering,</li> </ul>	<ul style="list-style-type: none"> <li>- Observe sections of objects/ abstract views.</li> <li>- Understand mosaic from other cultures</li> </ul>
<b>DT</b>		- Generate, develop,		- Prepare and cook a	- Generate, develop,	

		<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes and pattern pieces</p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of materials including textiles according to their functional properties and aesthetic qualities.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> </ul>		<p>variety of predominantly savoury dishes using a range of cooking techniques.</p> <ul style="list-style-type: none"> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>- Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> </ul>	<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes and pattern pieces.</p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Accurately measure to the nearest mm, mark out, cut and shape materials and components.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Understand how key events and individuals in design and technology have helped shape the world</li> <li>- Apply their</li> </ul>	
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					understanding of computing to program, monitor and control their products.	
<b>Music</b>	<b>Listening and appraising</b> <ul style="list-style-type: none"> <li>- Recognise some musical styles and traditions and has some understanding of the history of music.</li> <li>- Confidently use the correct musical language to discuss feeling, emotions, likes and dislikes.</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>- Sing confidently in more than 2 parts. Sing songs in melodies with greater musical understanding.</li> </ul>	<b>Composing</b> <ul style="list-style-type: none"> <li>- Understand formal and informal notation in multiple instrument composition.</li> <li>- Sing/play rhythms with control and accuracy.</li> </ul>	<b>Tuned/untuned instrument</b> <ul style="list-style-type: none"> <li>- Competently show understanding of musical elements, such as timbre and dynamics are used in music.</li> <li>- Use a range of notes to compose successfully.</li> </ul>	<b>Performing</b> <ul style="list-style-type: none"> <li>- Present a polished performance to an audience.</li> <li>- Appraise other performers using musical language effectively.</li> </ul>	<b>Performing</b> <ul style="list-style-type: none"> <li>- Present a polished performance to an audience.</li> <li>- Appraise other performers using musical language effectively.</li> </ul>	
<b>RE – Big Questions</b>	<b>Why do people use ritual in their lives?</b>	<b>What do the gospels tell us about the birth of Jesus?</b>	<b>What is religion? What concepts do religions have in common?</b>	<b>Why are Good Friday and Easter Day the most important days for Christians?</b>	<b>So, what do we now know about Christianity? (exploration through the concepts)</b> <u>Bridging Unit (compulsory)</u>	
<b>RE - Objectives</b>	<ul style="list-style-type: none"> <li>- Begin to demonstrate how the RE concepts connect</li> <li>- Begin to explain the impact of beliefs on individuals and communities</li> <li>- Understand that similarities and differences illustrate distinctive beliefs within and between religions</li> <li>- Begin to explain how religious sources are used to provide answers to ultimate questions and ethical issues</li> <li>- Show understanding and give sound reasons of differing views in response to questions of identity, belonging, meaning, purpose, truth, values and commitment</li> <li>- Reflect on own beliefs, ideas, feelings and values and show empathy for people with differing beliefs</li> </ul>					
<b>MFL</b>	<u><b>Our World</b></u> <ul style="list-style-type: none"> <li>- Describing geographical features. Describe position of features.</li> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</li> </ul>	<u><b>Our World, Weather, Months</b></u> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Describe people,</li> </ul>	<u><b>The café - Saying and understanding prices (reinforce numbers)</b></u> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<u><b>The café - Buying food and drink in a café</b></u> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>- Speak in sentences, using familiar</li> </ul>	No MFL covered this term	

	<p>through using a dictionary.</p> <ul style="list-style-type: none"> <li>- Describe people, places, things and actions orally and in writing</li> <li>- Understand basic grammar appropriate to the language being studied.</li> </ul>	<p>places, things and actions orally and in writing</p>	<ul style="list-style-type: none"> <li>- Describe people, places, things and actions orally and in writing</li> <li>- Understand basic grammar appropriate to the language being studied.</li> </ul>	<p>vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Describe people, places, things and actions orally and in writing.</li> <li>- Understand basic grammar appropriate to the language being studied.</li> </ul>	
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