



Carr Hill Community Primary School  
Year 5 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Tine	Watch Me Grow	Summer of Sport
Topic	Fabulous Food	Exploring Hinduism	Journey to Space	World War 1- A soldier’s story	Plant Life	Greeks
English						
Writing						
Key Writing Purpose	Narrative Writing an alternative ending Non -Fiction Persuasive leaflet/ poster	Narrative Creating a biased argument Dabate	Non- Fiction Letter Writing Informal and formal letters	Non- Fiction Biography	Narrative Setting Description Creating dialogue between characters	Narrative Retell from characters perspective Non- Fiction Non- Chronological report
Core Texts	<ul style="list-style-type: none"><li>• Varmints by Helen Ward</li><li>• World Breads by Paul Gayler</li></ul>	<ul style="list-style-type: none"><li>• The Island by Armin Greder</li></ul>	<ul style="list-style-type: none"><li>• Hidden Figures by Margot Lee Shetterly</li></ul>	<ul style="list-style-type: none"><li>• Walter Tull’s Scrapbook by Michaela Morgan</li></ul>	<ul style="list-style-type: none"><li>• The Last Bear by Hannah Gold</li></ul>	<ul style="list-style-type: none"><li>• Greek Myths by Marcia Williams</li><li>• Mythologica by Steve Kersahw</li><li>• Hercules by Sonia Elisabetta Corvagila</li></ul>
Poetry	Poetry Form : Shape/ concrete Poems		Poet Study: Matt Goodfellow		Critical Review: The River by Valerie Bloom	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 5 Curriculum					
Reading						
Decoding	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)), both to read aloud and to understand the meaning of new words that they meet					
Comprehension	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Ask questions about read texts to improve their understanding</li></ul>	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Ask questions about read texts to improve their understanding.</li><li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</li></ul>	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Ask questions about read texts to improve their understanding.</li><li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</li><li>• Predict what might happen from details stated and implied.</li></ul>	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Ask questions about read texts to improve their understanding.</li><li>• Predict what might happen from details stated and implied.</li><li>• Retrieve, record, and present information from non-fiction.</li></ul>	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Ask questions about read texts to improve their understanding.</li><li>• draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</li><li>• Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph.</li><li>• Distinguish the difference between fact and opinion.</li><li>• Retrieve, record, and present information from non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.</li><li>• Learning a wider range of poems by heart. -Ask questions about read texts to improve their understanding.</li><li>• Distinguish the difference between fact and opinion.</li><li>• Retrieve, record, and present information from non-fiction</li></ul>
Class Teaching	1x reading practise session per group . whole class reading comprehension session and 3 x reading Plus sessions to develop the full range of the KS2 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none"><li>• Place Value</li><li>• Addition and Subtraction</li><li>• Multiplication and Division</li></ul> Statistics	<ul style="list-style-type: none"><li>• Multiplication and Division</li><li>• Fractions</li><li>• Perimeter and Area</li><li>• Properties of Shape</li><li>• Position and Direction</li></ul>	<ul style="list-style-type: none"><li>• Place Value</li><li>• Conversions</li><li>• Fractions</li><li>• Multiplication and Division</li><li>• Fractions</li></ul>	<ul style="list-style-type: none"><li>• Fractions</li><li>• Perimeter and Area</li><li>• Fractions</li><li>• Statistics</li></ul>	<ul style="list-style-type: none"><li>• Place Value</li><li>• Decimals and Percentages</li><li>• Properties of Shape</li></ul> Decimals	<ul style="list-style-type: none"><li>• Conversions</li><li>• Decimals</li><li>• Properties of Shape</li><li>• Volume</li></ul>



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Science and Technologies						
Science	<b>Biology</b> Animals, Including Humans <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Y6</li><li>Recognise the impact of diet, exercise, drugs, and lifestyle on the way their body’s function. Y6</li><li>Describe the ways in which nutrients and water are transported within animals, including humans. Y6</li></ul>	<b>Physics</b> Electricity <ul style="list-style-type: none"><li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Y6</li><li>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. Y6</li><li>Use recognised symbols when representing a simple circuit in a diagram. Y6</li></ul>	<b>Physics</b> Earth and Space <ul style="list-style-type: none"><li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Y5</li><li>Describe the movement of the Moon relative to the Earth. Y5</li><li>Describe the Sun, Earth, and Moon as approximately spherical bodies. Y5</li><li>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. Y5</li><li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Y5</li></ul>	<b>Chemistry</b> Materials <ul style="list-style-type: none"><li>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. Y5</li><li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Y5</li></ul>	<b>Biology</b> Living thing and their habitats <ul style="list-style-type: none"><li>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. Y5</li></ul>	<b>Physics</b> Light <ul style="list-style-type: none"><li>Recognise that light appears to travel in straight lines. Y6</li><li>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. Y6</li><li>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. Y6</li><li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Y6</li></ul>
Computing Teach Computing	<b>Internet Safety Sharing information Unit 1</b> <ul style="list-style-type: none"><li>To explain that computers can be connected together to form systems</li><li>To recognise the role of computer systems in our lives</li><li>To recognise how information is transferred over the internet</li><li>To explain how sharing information online lets people in different places work together</li><li>To contribute to a shared project online</li><li>To evaluate different ways of working together online</li></ul>	<b>Vector Drawing Unit 2</b> <ul style="list-style-type: none"><li>To identify that drawing tools can be used to produce different outcomes</li><li>To create a vector drawing by combining shapes</li><li>To use tools to achieve a desired effect</li><li>To recognise that vector drawings consist of layers</li><li>To group objects to make them easier to work with</li><li>To evaluate my vector drawing</li></ul>	<b>Video Editing Unit 3</b> <ul style="list-style-type: none"><li>To explain what makes a video effective</li><li>To identify digital devices that can record video</li><li>To capture video using a range of techniques</li><li>To create a storyboard</li><li>To identify that video can be improved through reshooting and editing</li><li>To consider the impact of the choices made when making and sharing a video</li></ul>	<b>Flat file Databases Unit 4</b> <ul style="list-style-type: none"><li>To use a form to record information</li><li>To compare paper and computer-based databases</li><li>To outline how grouping and then sorting data allows us to answer questions</li><li>To explain that tools can be used to select specific data</li><li>To explain that computer programs can be used to compare data visually</li><li>To apply my knowledge of a database to ask and answer real-world questions</li></ul>	<b>Selection in Physical Computing Unit 5</b> <ul style="list-style-type: none"><li>To control a simple circuit connected to a computer</li><li>To write a program that includes count-controlled loops</li><li>To explain that a loop can stop when a condition is met</li><li>To explain that a loop can be used to repeatedly check whether a condition has been met</li><li>To design a physical project that includes selection</li><li>To create a program that controls a physical computing project</li></ul>	<b>Selection in Quizzes Unit 6</b> <ul style="list-style-type: none"><li>To explain how selection is used in computer programs</li><li>To relate that a conditional statement connects a condition to an outcome</li><li>To explain how selection directs the flow of a program</li><li>To design a program which uses selection</li><li>To create a program which uses selection</li><li>To evaluate my program</li></ul>
Design Technology	<b>Cooking and Nutrition- Celebrating culture and seasonality (bread)</b> <ul style="list-style-type: none"><li>Explain how to be safe / hygienic and follow own guidelines</li><li>present product well - interesting, attractive, fit for purpose</li><li>begin to understand seasonality of foods</li><li>understand food can be grown, reared or caught in the UK and the wider world</li><li>describe how recipes can be adapted to change appearance, taste, texture, aroma</li><li>explain how there are different substances in food / drink needed for health</li><li>prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</li><li>use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li></ul>		<b>Mechanisms-Pulleys and Gears</b> <ul style="list-style-type: none"><li>Refine product after testing</li><li>grow in confidence about trying new / different ideas</li><li>begin to use cams, pulleys or gears to create movement</li></ul>		<b>Electrical Systems – Monitoring and Control</b> <ul style="list-style-type: none"><li>Incorporate switch into product</li><li>confidently use number of components in circuit</li><li>begin to be able to program a computer to monitor changes in environment and control product</li></ul>	



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Humanities						
Geography	<p><i>Where bread comes from?</i> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"><li>Pupils should be taught to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li><li>Identify the position and significance of latitude and longitude.</li></ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"><li>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – <i>Links to Fairtrade</i></li></ul>	<p><u>Fieldwork</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the eight points of a compass, four and <i>six-figure grid references</i>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>	<p><u><i>Journey to Space</i></u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"><li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li></ul>	<p><u><i>Europe</i></u> <u>Geography Focus – Comparison between Mediterranean and Alps (place study).</u> <u>Place Knowledge</u></p> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <i>a region in a European country</i>, and a region within North or South America.</li></ul>		
History			<p><b>Journey to Space and its importance</b></p> <ul style="list-style-type: none"><li>Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li></ul>	<p><b><i>World War 1 and its impact on Britain</i></b></p> <ul style="list-style-type: none"><li>Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li></ul>	<p><b><i>Greeks’- lifestyle and culture</i></b></p> <ul style="list-style-type: none"><li>Pupils should be taught about a study of Greek life and achievements and their influence on the western world</li></ul>	
Religious Education	<p><b><u>Hinduism</u></b> <b>Diwali</b></p> <p>Would celebrating Diwali at home and in Gateshead bring a feeling of belonging to a child?</p>	<p><b><u>Christianity</u></b> <b>Christmas</b></p> <p>Is the Christmas story true?</p>	<p><b><u>Hinduism</u></b> <b>Hindu Beliefs</b></p> <p>How can Brahman be everywhere and in everything? Religion:</p>	<p><b><u>Christianity</u></b> <b>Easter</b></p> <p>How significant is it for Christians to believe God intended Jesus to die?</p>	<p><b><u>Hinduism</u></b> <b>Beliefs and moral values</b></p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p><b><u>Islam</u></b> <b>Beliefs and moral values</b></p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
PSHE	<p><b>VIP</b></p> <ul style="list-style-type: none"><li>share ideas for ways we can care for our VIPs;</li><li>create a poster to show a calming technique with support;</li><li>discuss how a disagreement could be handled with support.</li><li>explain ways to resist pressure with support.</li><li>identify which secrets are OK to keep and which need to be shared with support.</li><li>identify some aspects of healthy and unhealthy relationships.</li><li>identify different types of relationship</li></ul>	<p><b>Think Positive</b></p> <ul style="list-style-type: none"><li>talk about their thoughts, feelings and behaviours.</li><li>identify unhelpful and helpful thoughts.</li><li>suggest outcomes linked to certain thoughts, feelings and actions.</li><li>discuss ways in which positive thinking can be beneficial.</li><li>identify and discuss uncomfortable emotions.</li><li>identify common choices we have to make in life.</li><li>use basic mindfulness techniques, when guided</li><li>describe what makes a good learner</li></ul>	<p><b>One World</b></p> <ul style="list-style-type: none"><li>explain what a global citizen is.</li><li>say what global warming is.</li><li>understand that human energy use can harm the environment.</li><li>understand the importance of not wasting water.</li><li>understand what biodiversity is; understand that their choices can have far reaching consequences.</li></ul>	<p><b>Safety First</b></p> <ul style="list-style-type: none"><li>describe what a dare is and identify situations involving peer pressure.</li><li>know when to seek help in risky or dangerous situations.</li><li>identify and discuss some school rules for staying safe and healthy.</li><li>recall the number to dial in an emergency.</li><li>list some of the hazards they might find at home.</li><li>understand some substances at home can be dangerous.</li><li>list some of the dangers we face when we are around roads, railways or water.</li><li>know the key points of the firework code</li></ul>	<p><b>Growing Up</b></p> <ul style="list-style-type: none"><li>name physical changes young people will experience during puberty.</li><li>describe emotional changes young people might experience during puberty.</li><li>appreciate that there is no such thing as a perfect body.</li><li>list things that all loving relationships have in common.</li><li>explain what a sexual relationship is.</li><li>understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.</li><li>explain how babies are conceived and how they are born.</li><li>identify someone they could talk to about their changing body, should they need to.</li></ul>	<p><b>Respecting Rights</b></p> <ul style="list-style-type: none"><li>explain that there are basic human rights that all people share.</li><li>understand that children have their own rights.</li><li>understand that human rights are universal and cannot be taken away.</li><li>recognise that there are people across the world whose rights are not met.</li><li>understand the importance of being rights respecting citizens.</li><li>identify those ideas about human rights change.</li><li>explain what a human rights activist is and does.</li></ul>

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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Arts						
Art & Design	Collage Exploring Identity <a href="https://www.accessart.org.uk/identity/">https://www.accessart.org.uk/identity/</a>		Printing Activism <a href="https://www.accessart.org.uk/activism/">https://www.accessart.org.uk/activism/</a>		Drawing Typography and Maps <a href="https://www.accessart.org.uk/typography-and-maps/">https://www.accessart.org.uk/typography-and-maps/</a>	
Music	Charanga Musical School Scheme of Work					
	Livin’ On a Prayer	Classroom Jazz 1	The Planets Suite- Gustav Holst – composing using Chrome Music Lab	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
PE	<p><b>Games Invasion (Rugby)</b></p> <ul style="list-style-type: none"><li>• Pupils can pass, dribble and shoot effectively.</li><li>• Pupils find a space to receive a pass.</li><li>• Pupils consistently catch/receive the ball.</li><li>• Pupils work well as a team to keep possession of the ball.</li><li>• Pupils make decisions quickly when playing a game.</li><li>• Pupils agree on their own rules to suit the equipment</li></ul> <p>Core Task 6 or 7</p> <p><b>Circuit Training</b></p>	<p><b>Games Invasion (Netball)</b></p> <p>Core Task 6 or 7</p> <ul style="list-style-type: none"><li>• Pupils can pass, dribble and shoot effectively.</li><li>• Pupils find a space to receive a pass.</li><li>• Pupils consistently catch/receive the ball.</li><li>• Pupils work well as a team to keep possession of the ball.</li><li>• Pupils make decisions quickly when playing a game.</li><li>• Pupils agree on their own rules to suit the equipment</li></ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• Pupil’s plan and perform a sequence containing specified elements (as outlined in chosen core task).</li><li>• Pupils perform all actions and balances with control.</li><li>• Pupils perform balances showing body extension.</li><li>• Pupils work well with a partner or in a small group.</li><li>• Pupils use set criteria to make simple judgements about performances.</li><li>• Pupils suggest ways performances could be improved</li></ul> <p>Core Task 9</p>	<p><b>Games Invasion (Basketball)</b></p> <ul style="list-style-type: none"><li>• Pupils can pass, dribble and shoot effectively.</li><li>• Pupils find a space to receive a pass.</li><li>• Pupils consistently catch/receive the ball.</li><li>• Pupils work well as a team to keep possession of the ball.</li><li>• Pupils make decisions quickly when playing a game.</li><li>• Pupils agree on their own rules to suit the equipment</li></ul> <p>Core Task 6 or 7</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• Pupils plan and perform a sequence containing specified elements (as outlined in chosen core task).</li><li>• Pupils perform all actions and balances with control.</li><li>• Pupils perform balances showing body extension.</li><li>• Pupils work well with a partner or in a small group.</li><li>• Pupils use set criteria to make simple judgements about performances.</li><li>• Pupils suggest ways performances could be improved</li></ul> <p>Core Task 10</p>	<p><b>Games Net and Wall</b></p> <ul style="list-style-type: none"><li>• Pupils use forehand and backhand shots.</li><li>• Pupils select appropriate shots to get the ball into a space.</li><li>• Pupils choose and use some tactics effectively.</li><li>• Pupils play the ball away from their opponent.</li><li>• Pupils apply rules consistently and fairly.</li><li>• Pupils create a scoring system</li></ul> <p>Core Task 4, 5 and 6</p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• Pupils compose, develop and adapt dance phrases.</li><li>• Pupils use linking movements to ensure fluency.</li><li>• Pupils vary the order, timing, speed and direction of movements.</li><li>• Pupils perform skills and movement patterns accurately.</li><li>• Pupils work cooperatively with others.</li><li>• Pupils describe and suggest ways to improve their own and others’ performances.</li></ul> <p>Core Tasks 5 and 6</p>	<p><b>Athletics Running</b></p> <ul style="list-style-type: none"><li>• Pupils look up whilst running in a straight line (able to stay in their own lane).</li><li>• Pupils demonstrate good running technique (strong driving arm action).</li><li>• Pupils run at different speeds.</li><li>• Pupils adapt their pace to the length of the run.</li><li>• Pupils observe and comment on others’ performance.</li><li>• Pupils say what they have done well and what they need to improve</li></ul> <p>Athletics Core Tasks 6, 7 and 8</p> <p><b>Games Striking and Fielding</b></p> <ul style="list-style-type: none"><li>• Pupils use a range of techniques to hit the ball.</li><li>• Pupils move into different positions to retrieve the ball.</li><li>• Pupils select appropriate fielding positions.</li><li>• Pupils use tactics to try to outwit their opponents.</li><li>• Pupils agree on their own rules and scoring system.</li><li>• Pupils identify what they have done well and what they need to improve</li></ul> <p>Core Tasks 4 or 5</p>	<p><b>Athletics Jumping</b></p> <ul style="list-style-type: none"><li>• Pupils perform a range of basic jumps in isolation.</li><li>• Pupils put together a combination of jumps.</li><li>• Pupils select appropriate jumps to help them travel further/higher.</li><li>• Pupils choose an appropriate run-up.</li><li>• Pupils bend their knees and use their arms to propel themselves.</li><li>• Pupils discuss how to improve their own and others’ performance</li></ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"><li>• Pupils perform a range of basic throws in isolation.</li><li>• Pupils accurately throw a range of equipment.</li><li>• Pupils select appropriate throws to throw for height or distance.</li><li>• Pupils choose to use a run-up.</li><li>• Pupils use strong arm and leg actions to help their throws.</li><li>• Pupils discuss how to improve their own and others’ performance.</li></ul> <p>Athletics Core Tasks 6, 7 and 8</p> <p><b>OAA</b></p> <ul style="list-style-type: none"><li>• Pupils orientate a map properly.</li><li>• Pupils plan out a strategy for completing a challenge.</li><li>• Pupils implement and refine strategies.</li><li>• Pupils work increasingly well as a group.</li><li>• Pupils identify what they do well as individuals.</li><li>• Pupils identify what they do well as a team.</li></ul> <p>Core Tasks 6, 7 and 8</p>
MFL	<p><b>Getting to know you</b></p> <ul style="list-style-type: none"><li>• recognise the difference between English and French future tenses.</li><li>• ask how to spell a word in French.</li><li>• name the accents on French alphabet letters.</li><li>• substitute vocabulary to change a sentence.</li><li>• orally make a short personal presentation.</li></ul>	<p><b>All About ourselves</b></p> <ul style="list-style-type: none"><li>• name facial features.</li><li>• extend a description using a conjunction and further adjectives.</li><li>• make noun/adjective combinations ‘agree’ according to gender and number, in pronunciation.</li><li>• ask and answer questions about everyday actions in the classroom.</li><li>• make questions and answers in the third person.</li><li>• say how they are feeling</li></ul>	<p><b>That’s Tasty</b></p> <ul style="list-style-type: none"><li>• explain why adjectives change in French but not in English.</li><li>• spell adjectives correctly according to gender/ number.</li><li>• vary sentences by substituting other verbs, nouns or adjectives.</li><li>• identify whether a sentence is in first, second or third person.</li><li>• respond to questions about their emotions or health with confidence</li></ul>	<ul style="list-style-type: none"><li>• <b>Family and Friends</b></li><li>• respond appropriately to the meaning of songs/ rhymes.</li><li>• suggest other rhyming words to extend a set.</li><li>• differentiate between first- and third-person possessive adjectives and verbs.</li><li>• describe their home by size and say where items can be found.</li><li>• give a variety of opinions.</li><li>• join two clauses with ‘et’ or ‘mais’ appropriately.</li></ul>	<p><b>School life</b></p> <ul style="list-style-type: none"><li>• use the pronouns 'il' and 'elle' to replace a person’s name.</li><li>• use a comparative adverb.</li></ul>	<p><b>. Time Travelling</b></p> <ul style="list-style-type: none"><li>• explain how larger numbers are often described by combining smaller number words.</li><li>• use numbers in a sentence correctly.</li><li>• demonstrate their understanding of a sentence.</li><li>• identify auxiliary verb and past participle verb.</li><li>• apply prior knowledge to say when and where they were born.</li><li>• say when significant people in French history were born and died.</li></ul>
Curriculum Enhancements						
Educational Visits						