

## Key Knowledge Skills and Expectations for Year 5 (2020-2021)

(Any statements highlighted in yellow are the knowledge we want this year group to remember going forward)

*Red italic font is challenge*

### Science

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> <li>Plan &amp; carry out a scientific enquiry to answer questions, including recognising &amp; controlling variables if necessary.</li> <li>Make a prediction with reasons.</li> <li>Use test results to make predictions to set up comparative and fair tests.</li> <li>Present a report of their findings through writing, display and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Take measurements using a range of scientific equipment e.g. thermometer, rain gauge, spring scales, with increasing accuracy and precision.</li> <li>Take repeat readings when appropriate.</li> <li>Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Report and present findings from enquiries through written explanations and conclusions – relate to other enquiries where appropriate.</li> <li>Use a graph to answer scientific questions.</li> </ul>
<ul style="list-style-type: none"> <li><i>Explore different ways to test an idea, choose the best way and give reasons.</i></li> <li><i>Vary one factor whilst keeping the others the same in an experiment.</i></li> <li><i>Use information to help make a prediction.</i></li> <li><i>Explain, simple terms, a scientific idea and what evidence supports it.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Decide which units of measurement they need to use.</i></li> <li><i>Explain why a measurement needs to be repeated.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Find a pattern from their data and explain what it shows.</i></li> <li><i>Link what they have found out to other science.</i></li> <li><i>Suggest how to improve their work and say why they think this.</i></li> </ul>
Animals, including humans	Living things and their habitats	
<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age. Create a timeline to indicate stages of growth.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird. Know the life cycle of different living things.</li> <li>Describe the life cycles of common plants. Know the process of reproduction in plants</li> <li>Explore the work of well-known naturalists and animal behaviourists? (David Attenborough and Jane Goodall)</li> </ul>	
<ul style="list-style-type: none"> <li><i>Create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies.</i></li> <li><i>Describe the changes experienced in puberty.</i></li> <li><i>Draw a timeline to indicate stages in the growth and development of humans.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border.</i></li> <li><i>Compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests.</i></li> </ul>	
Properties and changes to materials		
<ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Explain how some materials dissolve in liquid to form a solution.</li> <li>Describe how to recover a substance from a solution.</li> <li>Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating.</li> <li>Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Describe changes using scientific words.(evaporation, condensation)</li> </ul>		

- 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.
- Use the terms 'reversible' and 'irreversible'.

- *Describe methods for separating mixtures. (filtration, distillation)*
- *Work out which materials are most effective for keeping us warm or for keeping something cold.*
- *Use their knowledge of materials to suggest ways to classify. (solids, liquids, gases)*
- *Explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda.*
- *Explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton).*

## Earth and Space

- Identify and explain the movement of the Earth and other planets relative to the sun in the solar system.
- Explain how seasons and the associated weather is created.
- Describe and explain 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.

- *Compare the time of day at different places on the earth.*
- *Create shadow clocks.*
- *Begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge.*
- *Explore the work of some scientists. (Ptolemy, Alhazen, Copernicus)*

## Forces

- Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. Explain the impact of gravity on our lives.
- 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.

- *Describe and explain how motion is affected by forces. (including gravitational attractions, magnetic attraction and friction)*
- *Design very effective parachutes.*
- *Work out how water can cause resistance to floating objects.*
- *Explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.*

## History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"><li>• Use dates and historical language in their work.</li><li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li><li>• Use their mathematical skills to work out exact time scales and differences as need be.</li><li>• Know how Britain changed between the end of the Roman occupation and 1066.</li><li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country.</li><li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</li><li>• Know that the way the kingdoms were divided led to the creation of some of our county borders today.</li><li>• Use a timeline to show when the Anglo-Saxons were in England.</li></ul>	<ul style="list-style-type: none"><li>• Describe historical events from the different period/s they are studying/have studied.</li><li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li><li>• Explain the role that Britain has had in spreading Christian values across the world.</li><li>• Begin to appreciate that how we make decisions has been through a Parliament for some time.</li><li>• Have a good understanding as to how crime and punishment has changed over the years.</li><li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li><li>• Know how the lives of wealthy people were different from the lives of poorer people during this time.</li></ul>	<ul style="list-style-type: none"><li>• Test out a hypothesis in order to answer a question.</li><li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li><li>• Know that significant events in history have helped shape the country/life we have today.</li><li>• Know how Britain has had a major influence on the world.</li></ul>
<ul style="list-style-type: none"><li>• <i>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</i></li></ul>

## Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Collect information about a place and use it in a report.</li> <li>• Map land use.</li> <li>• Find possible answers to their own geographical questions.</li> <li>• Make detailed sketches and plans; improving their accuracy later.</li> <li>• Plan a journey to a place in another part of the world, taking account of distance and time.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why many cities of the world are situated by rivers.</li> <li>• Explain how a location fits into its wider geographical location; with reference to physical features. (i.e. Know what is meant by biomes and what are the features of a specific biome.)</li> <li>• Explain how the water cycle works.</li> <li>• Explain why water is such a valuable commodity.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people are attracted to live by rivers.</li> <li>• Explain how a location fits into its wider geographical location; with reference to human and economical features.</li> <li>• Explain what a place might be like in the future, taking account of issues impacting on human features, e.g. label layers of a rainforest and know what deforestation is.</li> <li>• Know key differences between living in the UK and in a country in either North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate many of the world's major rivers on maps.</li> <li>• Know names of a number of European capitals.</li> <li>• Name and locate many of the world's most famous mountain regions on maps.</li> <li>• Locate the USA and Canada on a world map and atlas.</li> <li>• Locate and name the main countries in South &amp; North America on a world map and atlas.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Work out an accurate itinerary detailing a journey to another part of the world.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Report on ways in which humans have both improved and damaged the environment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begin to recognise the climate of a given country according to its location on the map.</i></li> </ul>

## Computing

<p><b>Algorithms and Programs</b></p> <ul style="list-style-type: none"> <li>• Combine sequences of instructions and procedures to turn devices on or off.</li> <li>• Understand input and output.</li> <li>• Use an ICT program to control an external device that is electrical and/or mechanical.</li> <li>• Use ICT to measure sound or light or temperate using sensors.</li> <li>• Explore 'What is' questions by playing adventure or quest games.</li> <li>• Write programs that have sequences and repetitions and specific variables identified.</li> <li>• Analyse and evaluate information reaching a conclusion that helps with future developments.</li> </ul>	<p><b>Data Retrieving and Organising</b></p> <ul style="list-style-type: none"> <li>• Listen to streaming audio such as online radio.</li> <li>• Download and listen to podcasts.</li> <li>• Produce and upload a podcast.</li> <li>• Manipulate sounds using Audacity.</li> <li>• Select music from open sources and incorporate it into multimedia presentations.</li> <li>• Work on simple film editing.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Use instant messaging to communicate with class members.</li> <li>• Conduct a video chat with someone elsewhere in the school or in another school.</li> </ul>
<p><b>Using the Internet</b></p> <ul style="list-style-type: none"> <li>• Use a search engine using keyword searches.</li> <li>• Compare the results of different searches. Understand how search results are selected and ranked.</li> <li>• Decide which sections are appropriate to copy and paste from at least two web pages.</li> <li>• Save stored information following simple lines of enquiry.</li> <li>• Download a document and save it to the computer.</li> </ul>	<p><b>Databases</b></p> <ul style="list-style-type: none"> <li>• Create a formula in a spreadsheet and then check for accuracy and plausibility.</li> <li>• Search databases for information using symbols such as = &gt; or &lt;.</li> <li>• Create databases planning the fields, rows and columns.</li> <li>• Create graphs and tables to be copied and pasted into other documents.</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Use a range of presentation applications.</li> <li>• Consider audience when editing a simple film.</li> <li>• Know how to prepare and then present a simple film.</li> <li>• Use ICT to record sounds and capture both still and video images.</li> <li>• Make a home page for a website that contains links to other pages.</li> <li>• Capture sounds, images and video.</li> <li>• Use the word count tool to check the length of a document.</li> <li>• Use bullets and numbering tools.</li> </ul>

- *Make a multimedia presentation that contains: sound; animation; video and buttons to navigate.*
- *Save an image document as a gif or ipeg.file format using the 'save as' command.*
- *Make an information poster using graphics skills to good effect.*

## E Safety Knowledge & Understanding

- Discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family.
- Understand the potential risk of providing personal information online.
- Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- Recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- Understand that some material on the internet is copyrighted and may not be copied or downloaded.
- Understand that some messages may be malicious and know how to deal with this.
- Understand that online environments have security settings, which can be altered, to protect the user.
- Understand the benefits of developing a 'nickname' for online use.
- Understand that some malicious adults may use various techniques to make contact and elicit personal information.
- Know that it is unsafe to arrange to meet unknown people online.
- Know how to report any suspicions.
- Understand they should not publish other people's pictures or tag them on the internet without permission.
- Do they know that content put online is extremely difficult to remove.
- Do they know what to do if they discover something malicious or inappropriate.

## E Safety Skills

- Follow the school's safer internet rules.
- Make safe choices about use of technology.
- Use technology in ways which minimises risk, e.g. responsible use of online discussions, etc.
- Create strong passwords and manage them so that they remain strong.
- Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- Competently use the internet as a search tool.
- Reference information sources.
- Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- Use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

Understand that they have to make choices when using technology and that not everything is true and/or safe.

## Art

<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Identify and draw simple objects, and use marks and lines to produce texture.</li> <li>• Successfully use shading to create mood and feeling.</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Show reflections.</li> <li>• Explain why specific materials have been chosen to draw with.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create a range of moods in their paintings.</li> <li>• Express emotions accurately through painting and sketches.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Print using a number of colours.</li> <li>• Create an accurate print design that meets a given criteria.</li> <li>• Print onto different materials.</li> </ul>	<p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>• Keep notes in sketch books as to how work might develop further.</li> <li>• Use sketch books to compare and discuss ideas with others.</li> </ul>
<p><b>3D/ Textiles</b></p> <ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Sculpt clay and other mouldable materials.</li> <li>• Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Use ceramic mosaic to produce a piece of art.</li> <li>• Combine visual and tactile qualities to express mood and emotion.</li> </ul>	<p><b>Use of IT</b></p> <ul style="list-style-type: none"> <li>• Create emotion in a piece of art work which includes the integration of digital images that pupils have taken.</li> <li>• Combine graphics and text based on their research.</li> <li>• Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</li> <li>• Create digital images with animation, video and sound to communicate ideas.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Experiment with different styles which artists have used.</li> <li>• Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> </ul>

## Design Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Come up with a range of ideas after they have collected information from different sources.</li> <li>• Uses more complex IT programs to help enhance the quality of the product produced.</li> <li>• Take a user's view into account when designing.</li> <li>• Produce a detailed step-by-step plan.</li> <li>• Suggest some alternative plans and say what the good points and drawbacks are about each.</li> <li>• Design a product that requires pulleys or gears.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why their finished product is going to be of good quality.</li> <li>• Explain how their product will appeal to the audience.</li> <li>• Use a range of tools and equipment expertly.</li> <li>• Make a prototype before making the final version.</li> <li>• Persevere through different stages of the making process.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep checking that their design is the best it can be.</li> <li>• Check whether anything could be improved.</li> <li>• Evaluate appearance and function against the original criteria.</li> </ul>

### Breadth of study

Cooking and nutrition	Textiles	Electrical & mechanical components	Stiff & flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Describe what they do to be both hygienic and safe.</li> <li>• Know how to prepare a meal by collecting the ingredients in the 1<sup>st</sup> place.</li> <li>• Know which season various foods are available for harvesting.</li> <li>• Present their product well.</li> </ul>	<ul style="list-style-type: none"> <li>• Think what the user would want when choosing textiles.</li> <li>• Describe how they have made their product attractive &amp; strong.</li> <li>• Make up a prototype first.</li> <li>• Use a range of joining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate a switch into their product.</li> <li>• Refine products after testing.</li> <li>• Incorporate hydraulics and pneumatics.</li> <li>• Make a product that relies on pulleys or gears.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure measurements are accurate enough to ensure that everything is precise.</li> <li>• Ensure that products are strong and fit for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Be motivated enough to refine and further improve products using mouldable materials.</li> </ul>

## Music

Performing	Composing ( <i>incl notation</i> )	Appraising
<ul style="list-style-type: none"> <li>• Breathe in the correct place when singing.</li> <li>• Sing and use their understanding of meaning to add expression.</li> <li>• Maintain their part whilst others are performing their part.</li> <li>• Perform 'by ear' and from simple notations. Repeat a phrase from the music after listening intently.</li> <li>• Improvise within a group using melodic and rhythmic phrases.</li> <li>• Recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> </ul>	<ul style="list-style-type: none"> <li>• Change sounds or organise them differently to change the effect.</li> <li>• Compose music which meets specific criteria.</li> <li>• Use their notations to record groups of pitches (chords).</li> <li>• Use a music diary to record aspects of the composition process.</li> <li>• Choose the most appropriate tempo for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary.</li> <li>• Explain why they think their music is successful or unsuccessful.</li> <li>• Suggest improvements to their own or others' work.</li> <li>• Choose the most appropriate tempo for a piece of music.</li> <li>• Contrast the work of famous composers and show preferences.</li> </ul>
<ul style="list-style-type: none"> <li>• Use pitches simultaneously to produce harmony by building up simple chords.</li> <li>• Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relation between pulse and syncopated patterns.</li> <li>• Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how tempo changes the character of music.</li> <li>• Identify where a gradual change in dynamics has helped to shape a phrase of music.</li> </ul>

## PE & Dance

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none"> <li>• Link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>• Show good control in their movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and comment on skills, techniques and ideas that they and others have used.</li> <li>• Use observations to improve work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some important safety principles when preparing for exercise.</li> <li>• Explain what effect exercise has on their body.</li> <li>• Explain why exercise is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose own dances in a creative and imaginative way.</li> <li>• Perform to an accompaniment, expressively and sensitively.</li> <li>• Ensure movements are controlled.</li> <li>• Ensure dance shows clarity, fluency, accuracy and consistency.</li> </ul>
Competitive Games	Gymnastics	Athletics	Outdoor/adventurous
<ul style="list-style-type: none"> <li>• Gain possession by working as a team.</li> <li>• Pass in different ways.</li> <li>• Use forehand and backhand with a racquet.</li> <li>• Field the ball.</li> <li>• Choose the best tactics for attacking and defending.</li> <li>• Use a number of techniques to pass, dribble and shoot.</li> </ul>	<ul style="list-style-type: none"> <li>• Make complex or extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Perform consistently to different audiences.</li> <li>• Ensure movements are accurate, clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure control when taking off and landing in a jump.</li> <li>• Throw with accuracy.</li> <li>• Combine running and jumping.</li> <li>• Follow specific rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in an unknown location.</li> <li>• Use clues and compass directions to navigate a route.</li> <li>• Change routes if there is a problem.</li> <li>• Change plans if new information is received.</li> </ul>

### Dance

- Use their understanding of composition to create dance phrases for themselves and others in their group.
- Use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles.
  - Show expression in their dances and sensitivity to music.
  - Organise their own warm-up and cool-down exercises.
- Show that they understand why warming-up is important for a good performance.
  - Identify the form and structure of a dance.
- Make imaginative suggestions as to how to improve their own and other people's work.

## MFL

### *Examples and Signposting in Red – to be completed*

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> <li>• Understand longer passages made up of familiar language in simple sentences.</li> <li>• Identify the main points and some details.</li> </ul> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 3-4 exchanges.</li> <li>• Use their knowledge of grammar to adapt and substitute single words and phrases.</li> </ul> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none"> <li>• Understand a short story or factual text and note some of the main points.</li> <li>• Use context to work out unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph of about 3-4 simple sentences.</li> <li>• Adapt and substitute individual words and set phrases.</li> <li>• Use a dictionary or glossary to check words they have learnt.</li> </ul> <p><i>They will draw largely on memorised language.</i></p>

### **Year 5 Language Coverage**

*Each lesson will contain the following elements which will build on the language and knowledge taught in previous lessons. The parts in bold text in the ongoing section will be additional knowledge.*

- **Greetings - How are you? Name and Age & Birthday. Where do you live? – (Role Play)**
- **Family members – (Role Play)**
- **Numbers (1-100) – (Games e.g. ‘Lotto’)**
- **Classroom Language, Instructions, Colours & Body Parts – (Game ‘Simon Dit’ – use of imperatives)**
- **Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)**

### **Autumn, Term 1 (All About Ourselves)**

- **Use this topic to embed masculine, feminine and plural – le, la, les, un, une, mon ma, mes plus agreement of adjectives. Décris-toi – hair, eyes tall/short/medium sized.**
- Describing personality**
- **French Story: Boucle d’or (Goldilocks)**

### **Autumn, Term 2 (Family and Friends)**

- **Extended Family – Grandparents, aunts, uncles, friends etc, e.g. Ma tante s'appelle Lucy. Elle a vingt sept ans. Elle est belle/gentile. Mon oncle ... Il a ... Il est beau/gentil etc etc. Include agreement of adjectives.**
- **Christmas – (Short Plays, Assemblies, Christmas Carols)**

### **Spring, Term 1 (School Life)**

- **Contents of the pencil case**
- **Subjects and timings of the day etc**

### **Spring, Term 2 (That's Tasty)**

- **More foods and ice creams etc. Opinions - J'aime / je déteste/ J'adore/ je n'aime pas**
- **Easter**

### **Summer, Term 1 (Weather and Seasons)**

- **La météo – Il fait beau, Il fait froid etc**
- **Seasons**

### **Summer, Term 2 (French Culture Coverage)**

- **Food**
- **School**
- **Famous People**
- **Landmarks**
- **Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics**

#### **Website:**

**Euroclubschools**

**SALUT**

**frenchgames.net**

**digitaldialects.com**

**hello-world.com**

**topmarks.co.uk**

**crickweb.co.uk**