

## Key Knowledge Skills and Expectations for Year 6 (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>• Explore different ways to test an idea, choose the best way, and give reasons.</li> <li>• Vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?</li> <li>• Plan and carry out an investigation by controlling variables fairly and accurately.</li> <li>• Make a prediction with reasons.</li> <li>• Use information to help make a prediction.</li> <li>• Use test results to make further predictions and set up further comparative tests.</li> <li>• Explain in simple terms, a scientific idea and what evidence supports it.</li> <li>• Present a report of their findings through writing, display and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why they have chosen specific equipment. (incl ICT based equipment)</li> <li>• Decide which units of measurement they need to use.</li> <li>• Explain why a measurement needs to be repeated.</li> <li>• Record their measurements in different ways. (incl bar charts, tables and line graphs)</li> <li>• Take measurements using a range of scientific equipment with increasing accuracy and precision.</li> </ul> | <ul style="list-style-type: none"> <li>• Find a pattern from their data and explain what it shows.</li> <li>• Use a graph to answer scientific questions.</li> <li>• Link what they have found out to other science.</li> <li>• Suggest how to improve their work and say why they think this.</li> <li>• Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</li> <li>• Report findings from investigations through written explanations and conclusions.</li> <li>• Identify scientific evidence that has been used to support to refute ideas or arguments.</li> <li>• Report and present 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Choose the best way to answer a question.</i></li> <li>• <i>Use information from different sources to answer a question and plan an investigation.</i></li> <li>• <i>Make a prediction which links with other scientific knowledge.</i></li> <li>• <i>Identify the key factors when planning a fair test.</i></li> <li>• <i>Explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Plan in advance which equipment they will need and use it well.</i></li> <li>• <i>Make precise measurements.</i></li> <li>• <i>Collect information in different ways.</i></li> <li>• <i>Record their measurements and observations systematically</i></li> <li>• <i>Explain qualitative and quantitative data.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Draw conclusions from their work.</i></li> <li>• <i>Link their conclusions to other scientific knowledge.</i></li> <li>• <i>Explain how they could improve their way of working.</i></li> </ul>   |
| Evolution and Inheritance   | Living Things & their Habitats   |   |
| <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Give reasons why offspring are not identical to each other or to their parents.</li> <li>• Explain the process of evolution and describe the evidence for this.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>   |   |

## Know about evolution and explain what it means

- Talk about the work of Charles Darwin, Mary Anning and Alfred Wallace.
- Explain how some living things adapt to survive in extreme conditions.
- Analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.
- Begin to understand what is meant by DNA.

- Explain why classification is important.
- Readily group animals into reptiles, fish, amphibians, birds and mammals.
- Sub divide their original groupings and explain their divisions.
- Group animals into vertebrates and invertebrates.
- Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

## Animals, Including Humans

- 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.
- Describe the ways in which nutrients and water are transported within animals, including humans.

- Explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies.
- Compare the organ systems of humans to other animals.
- Make a diagram of the human body and explain how different parts work and depend on one another.
- Name the major organs in the human body.
- Locate the major human organs.
- Make a diagram that outlines the main parts of a body.

## Electricity

- Identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers)
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.

- Make their own traffic light system or something similar.
- Explain the danger of short circuits.
- Explain what a fuse is.
- Explain how to make changes in a circuit.
- Explain the impact of changes in a circuit.
- Explain the effect of changing the voltage of a battery.

## Light

- 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 from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

- Explain how different colours of light can be created.
- Use and explain how simple optical instruments work. (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
- Explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

## History

| Chronological understanding  | Knowledge and interpretation   | Historical enquiry  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Say where a period of history fits on a timeline.</li> <li>• Place a specific event on a timeline by decade.</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework.</li> <li>• Know where the Vikings originated from and show this on a map.</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons.</li> </ul> | <ul style="list-style-type: none"> <li>• Summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>• Summarise how Britain has had a major influence on world history.</li> <li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>• Describe features of historical events and people from past societies and periods they have studied.</li> <li>• Recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>• Know about the impact that the Mayan civilisation had on the world.</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>• Identify and explain their understanding of propaganda.</li> <li>• Describe a key event from Britain's past using a range of evidence from different sources.</li> <li>• Know about the main events in a period of history, explaining the order of events and what happened.</li> <li>• Know that many of the early civilizations gave much to the world.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Suggest relationships between causes in history.</i></li> <li>• <i>Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</i></li> <li>• <i>Trace the main events that define Britain's journey from a mono to a multi-cultural society.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Suggest why there may be different interpretations of events.</i></li> <li>• <i>Suggest why certain events, people and changes might be seen as more significant than others.</i></li> <li>• <i>Pose and answer their own historical questions.</i></li> </ul>  |

## Geography

| Geographical Enquiry  | Physical Geography  | Human Geography  | Geographical Knowledge   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Confidently explain scale and use maps with a range of scales.</li> <li>• Choose the best way to collect information needed and decide the most appropriate units of measure.</li> <li>• Make careful measurements &amp; use data.</li> <li>• Use OS maps to answer questions.</li> <li>• Use maps, aerial photos, plans and web resources to describe what a locality might be like.</li> </ul> | <ul style="list-style-type: none"> <li>• Give extended descriptions of the physical features of different places around the world.</li> <li>• Describe how some places are similar and others are different in relation to their human features.</li> <li>• Accurately use a 4 and 6 figure grid reference.</li> <li>• Create sketch maps when carrying out a field study.</li> </ul> | <ul style="list-style-type: none"> <li>• Give an extended description of the human features of different places around the world.</li> <li>• Map land use with their own criteria.</li> <li>• Describe how some places are similar and others are different in relation to their physical features.</li> <li>Know why industrial areas and ports are important.</li> <li>Know main human and physical differences between developed and 3<sup>rd</sup> world countries.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise key symbols used on Ordnance Survey maps.</li> <li>• Name and locate the world's deserts.</li> <li>• Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</li> <li>• Explain how the time zones work and work out differences.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Define geographical questions to guide research.</i></li> <li>• <i>Use a range of self-selected resources to answer questions.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Plan a journey to another part of the world which takes account of time zones.</i></li> <li>• <i>Understand the term sustainable development. Use it in different contexts.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Explain how human activity has caused an environment to change.</i></li> <li>• <i>Analyse population data on two settlements and report on findings and questions raised.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Name and locate the main canals that link different continents.</i></li> <li>• <i>Name the main lines of latitude and meridian of longitude.</i></li> </ul>  |

## Computing

| Algorithms and Programs   | Data Retrieving and Organising   | Communicating   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Explain how an algorithm works.</li> <li>• Detect errors in a program and correct them.</li> <li>• Use an ICT program to control a number of events for an external device.</li> <li>• Use ICT to measure sound, light or temperature using sensors and interpret the data.</li> <li>• Explore 'what if' questions by planning different scenarios for controlled devices.</li> <li>• Use input from sensors to trigger events.</li> <li>• Check and refine a series of instructions.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.).</li> <li>• Add special effects to alter the appearance of a graphic.</li> <li>• Use 'save as' gif or ipeg. wherever possible to make the file size smaller (for emailing or downloading).</li> <li>• Make an information poster using graphics skills to good effect.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct a video chat with people in another country or organisation.</li> <li>• Produce and upload a podcast.</li> </ul>   |
| Using the Internet  | Databases  | Presentation  |
| <ul style="list-style-type: none"> <li>• Contribute to discussions online.</li> <li>• Use a search engine using keyword searches.</li> <li>• Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"</li> </ul>  | <ul style="list-style-type: none"> <li>• Collect live data using data logging equipment.</li> <li>• Identify data error, patterns and sequences.</li> <li>• Use the formulae bar to explore mathematical scenarios.</li> <li>• Create own database and present information from it.</li> </ul>   | <ul style="list-style-type: none"> <li>• Present a film for a specific audience and then adapt same film for a different audience.</li> <li>• Create a sophisticated multimedia presentation.</li> <li>• Confidently choose the correct page set up option when creating a document.</li> <li>• Confidently use text formatting tools, including heading and body text.</li> <li>• Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script).</li> </ul> |

- *Incorporate graphics where appropriate, using the most effective text wrapping formats.*
- *Conduct a video chat with more than one person at a time.*
- *Compare the information provided on two tabbed websites looking for bias and perspective.*

### 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.

Recognise acceptable and unacceptable behaviour using technology

## Art

| Drawing   | Painting  | Printing   | Sketch books  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Sketches communicate emotions and a sense of self with accuracy and imagination.</li> <li>• Use a full range of pencils, charcoal or pencils when creating a piece of observational art.</li> <li>• Know which media to use to create maximum impact.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what their own style is.</li> <li>• Use a wide range of techniques in their work.</li> <li>• Explain why specific painting techniques have been chosen.</li> </ul> | <ul style="list-style-type: none"> <li>• Overprint using different colours to create different patterns.</li> <li>• Look very carefully at the methods used and make decisions about the effectiveness of their printing methods.</li> </ul> | <ul style="list-style-type: none"> <li>• Sketch books contain detailed notes, and quotes explaining about items.</li> <li>• Compare their methods to those of others and keep notes in their sketch books.</li> <li>• Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Adapt and refine work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li> <li>• Explain why chosen specific techniques have been used.</li> <li>• Explain why different tools to create have been used to create art.</li> <li>• Know how to use feedback to make amendments and improvements to art.</li> </ul> |
| 3D/ Textiles  | Collage   | Use of IT  | Knowledge   |
| <ul style="list-style-type: none"> <li>• Create models on a range of scales.</li> <li>• Create work which is open to interpretation by the audience.</li> <li>• Include both visual and tactile elements in their work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Justify the materials they have chosen.</li> <li>• Combine pattern, tone and shape.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use software packages to create pieces of digital art to design.</li> <li>• Create a piece of art which can be used as part of a wider presentation.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Make a record about the styles and qualities in their work.</li> <li>• Be able to say what work is influenced by, e.g. a famous artist.</li> <li>• Understand what a specific artist is trying to achieve in any given situation.</li> <li>• Understand why art can be very abstract and what message the artist is trying to convey</li> <li>• Include technical aspects in their work, e.g. architectural design?</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>• Use a range of information to inform their design.</li> <li>• Use market research to inform plans.</li> <li>• Work within constraints.</li> <li>• Follow and refine their plan if necessary.</li> <li>• Justify their plan to someone else in a convincing way.</li> <li>• Consider culture and society in their designs.</li> </ul> | <ul style="list-style-type: none"> <li>• Use tools and materials precisely and safely.</li> <li>• Know which tool to use for a specific task.</li> <li>• Know what each tool is used for.</li> <li>• Explain why a specific tool is best for a specific action.</li> <li>• Change the way they are working if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Know how to test and evaluate final products.</li> <li>• Ensure product is fit for purpose.</li> <li>• Decide what would improve it.</li> <li>• Decide if different resources would improve their product.</li> <li>• Decide if more or different information would make their product even better.</li> <li>• Evaluate product against all clear design criteria.</li> <li>• Consider the use of the product when selecting materials.</li> </ul> |

## Breadth of Study

| Cooking and Nutrition   | Textiles  | Electrical and Mechanical Components  | Stiff and Flexible Sheet Materials  | Mouldable Materials   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Explain how products should be stored with reasons.</li> <li>• Grow own products with a view to making a salad, taking account of time required to grow different foods.</li> <li>• Work within a budget to create a meal.</li> <li>• Understand the difference between a savoury and a sweet dish.</li> </ul> | <ul style="list-style-type: none"> <li>• Think about how products could be sold.</li> <li>• Give considered thought about what would improve products even more.</li> </ul> | <ul style="list-style-type: none"> <li>• Use different kinds of circuit correctly and accurately to enhance a given product.</li> <li>• Think of ways in which adding a circuit would improve products.</li> <li>• Know which IT product would further enhance a specific product.</li> </ul> | <ul style="list-style-type: none"> <li>• Justify why they selected specific materials.</li> <li>• Ensure work is precise and accurate.</li> <li>• Hide joints so as to improve the look of their product.</li> <li>• Use knowledge to improve a made product by strengthening, stiffening or reinforcing</li> </ul> | <ul style="list-style-type: none"> <li>• Justify why the chosen material was the best for the task.</li> <li>• Justify design in relation to the audience.</li> </ul> |

## Music

| Performing  | Composing (incl notation)  | Appraising  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately.</li> <li>• Perform parts from memory.</li> <li>• Perform using notations.</li> <li>• Take the lead in a performance.</li> <li>• Take on a solo part.</li> <li>• Provide rhythmic support.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of different musical devices in their composition. (incl melody, rhythms and chords)</li> <li>• Recognise that different forms of notation serve different purposes.</li> <li>• Use different forms of notation.</li> <li>• Combine groups of beats.</li> </ul> | <ul style="list-style-type: none"> <li>• Refine and improve their work.</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>• Analyse features within different pieces of music.</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul> |

- Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.

- Show how a small change of tempo can make a piece of music more effective.
- Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.

- Appraise the introductions, interludes and endings for songs and compositions they have created.

## PE & Dance

| Acquiring and Developing Skills   | Evaluating and Improving  | Health and Fitness   | Dance   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Apply skills, techniques and ideas consistently.</li> <li>• Show precision, control and fluency.</li> </ul>  | <ul style="list-style-type: none"> <li>• Analyse and explain why specific skills or techniques have been used.</li> <li>• Modify use of skills or techniques to improve work.</li> <li>• Create own success criteria for evaluating.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how the body reacts to different kinds of exercise.</li> <li>• Choose appropriate warm ups and cool downs.</li> <li>• Explain why we need regular and safe exercise.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop imaginative dances in a specific style.</li> <li>• Choose own music, style and dance.</li> </ul>                       |
| Competitive Games   | Gymnastics  | Athletics  | Outdoor/Adventurous   |
| <ul style="list-style-type: none"> <li>• Agree and explain complicated rules to others.</li> <li>• Make a team plan and communicate it to others.</li> <li>• Lead others in a game situation when the need arises.</li> </ul> | <ul style="list-style-type: none"> <li>• Combine own work with that of others.</li> <li>• Link sequences to specific timings.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate stamina and increase strength.</li> <li>• Use skills in different situations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Plan a route and series of clues for someone else.</li> <li>• Plan with others taking account of safety and danger.</li> </ul> |

### Dance

- Interpret different stimuli with imagination and flair.
- Create, refine and structure movements and patterns with artistic understanding.
- Communicate the artistic intention of a dance clearly, fluently, musically and with control.
  - Take the lead when working in a group.
- Help others to refine and structure movements and patterns.
  - Understand why dancing is good for their health.
- Organise their own warm-up and cool-down activities to prepare for, and recover from, dance.
  - Describe, interpret and evaluate dance, using appropriate language and terminology.

## 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 6 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? Town, country plus compass directions – (Role Play) e.g. J’habite a M’bro, une grande ville dans le nord est de l’Angleterre etc**
- **Family members – (Role Play)**
- **Numbers (1-1000) – (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 (This is France)**

- *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 (Let's Visit A French Town)**

- *Revisit shops and develop with additional vocabulary*
- *Christmas – (Short Plays, Assemblies, Christmas Carols)*
- *Christmas song: Petit papa Noël/ vive le vent d'hiver*

**Spring, Term 1 (Eating Out)**

- *Au café, au snack-bar, au restaurant, menus*
- *Ordering food*
- *Opinions about food*

**Spring, Term 2 (All in a Day)**

- *Diary of your day*
- *French through film - A Cat in Paris*
- *Easter*

**Summer, Term 1 (Sports & Hobbies)**

- *Revisit and develop sports and hobbies – Quel est ton sport préféré? Je préfère le rugby etc*
- *Understanding a story: Les quatre amis (The 4 Friends)*

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

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

**Websites:-**

*Euroclubschools*

*SALUT*

*frenchgames.net*

[digitaldialects.com](http://digitaldialects.com)  
[hello-world.com](http://hello-world.com)  
[topmarks.co.uk](http://topmarks.co.uk)  
[crickweb.co.uk](http://crickweb.co.uk)