

Year 3	Listening and Responding	Speaking	Reading and Responding	Writing
Knowledge		<ul style="list-style-type: none"> meet and greet someone count up to 20 say how they are feeling say their age name the primary colours name some different foods name some 2D and 3D shapes 	<ul style="list-style-type: none"> read and understand a short passage using familiar language explain the main points in a short passage read a passage independently use a bilingual dictionary or glossary to look up new words match numbers to words 	<ul style="list-style-type: none"> write phrases from memory write 2-3 short sentences on a familiar topic write what they like/dislike about a familiar topic write a fact file about themselves write a brief food review
Skills	<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on passage? <p>Spoken at near normal speed with no interference. May need short sections repeated. Short passages to retrieve information.</p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc Can they use short phrases to give a personal response? Can they name and describe places? Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements. 	<ul style="list-style-type: none"> Can they read and understand short and simple texts using familiar language already taught? Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions) Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on a familiar topic? Can write simple opinions They can write short phrases from memory and their spelling is readily understandable.
Assessment	<ul style="list-style-type: none"> Unit 1 - J'apprends Le Français - See Language Angels Unit 2 - Les Animaux – See Language Angels Unit 3 - Les Fruits – See Language Angels Unit 4 - Les Instruments – See Language Angels Unit 5 - Petit Chaperon Rouge – See Language Angels Unit 6 - Je Peux... - See Language Angels 	<ul style="list-style-type: none"> Unit 1 - J'apprends Le Français - See Language Angels Unit 2 - Les Animaux – See Language Angels Unit 3 - Les Fruits – See Language Angels Unit 4 - Les Instruments – See Language Angels Unit 5 - Petit Chaperon Rouge – See Language Angels Unit 6 - Je Peux... - See Language Angels 	<ul style="list-style-type: none"> Unit 1 - J'apprends Le Français - See Language Angels Unit 2 - Les Animaux – See Language Angels Unit 3 - Les Fruits – See Language Angels Unit 4 - Les Instruments – See Language Angels Unit 5 - Petit Chaperon Rouge – See Language Angels Unit 6 - Je Peux... - See Language Angels 	<ul style="list-style-type: none"> Unit 1 - J'apprends Le Français - See Language Angels Unit 2 - Les Animaux – See Language Angels Unit 3 - Les Fruits – See Language Angels Unit 4 - Les Instruments – See Language Angels Unit 5 - Petit Chaperon Rouge – See Language Angels Unit 6 - Je Peux... - See Language Angels

Year 4	Listening and Responding	Speaking	Reading and Responding	Writing
Knowledge		<ul style="list-style-type: none"> say the days of the week count numbers to 30 say the months of the year say what the date is say the date of their birthday name parts of their bodies describe where the parts of their bodies are name different animals 	<ul style="list-style-type: none"> read different extracts and recognise what dates they were written read different people's birthdays read a simple doctor's notes to find which part of the body is hurting read a zoo information leaflet to find out which animals are there to see 	<ul style="list-style-type: none"> write a birthday card to a friend to include the date label the body parts of a human create their own zoo magazine
Skills	<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on passage? <p>Spoken at near normal speed with no interference. May need short sections repeated. Short passages to retrieve information.</p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc Can they use short phrases to give a personal response? Can they name and describe places? Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements. 	<ul style="list-style-type: none"> Can they read and understand short and simple texts using familiar language already taught? Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions) Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on a familiar topic? Can write simple opinions They can write short phrases from memory and their spelling is readily understandable.
Assessment	<ul style="list-style-type: none"> Unit 1 – Je Me Présente Look at Language Angels Unit 2 - L'ancienne histoire de la Grande Bretagne Look at Language Angels Unit 3 - Chez Moi Look at Language Angels Unit 4 - Au Café Look at Language Angels Unit 5 - La Famille Look at Language Angels Unit 6 - Les Habitats Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - Je Me Présente Look at Language Angels Unit 2 - L'ancienne histoire de la Grande Bretagne Look at Language Angels Unit 3 - Chez Moi Look at Language Angels Unit 4 - Au Café Look at Language Angels Unit 5 - La Famille Look at Language Angels Unit 6 - Les Habitats Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - Je Me Présente Look at Language Angels Unit 2 - L'ancienne histoire de la Grande Bretagne Look at Language Angels Unit 3 - Chez Moi Look at Language Angels Unit 4 - Au Café Look at Language Angels Unit 5 - La Famille Look at Language Angels Unit 6 - Les Habitats Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - Je Me Présente Look at Language Angels Unit 2 - L'ancienne histoire de la Grande Bretagne Look at Language Angels Unit 3 - Chez Moi Look at Language Angels Unit 4 - Au Café Look at Language Angels Unit 5 - La Famille Look at Language Angels Unit 6 - Les Habitats Look at Language Angels

Year 5	Listening and Responding	Speaking	Reading and Responding	Writing
Knowledge		<ul style="list-style-type: none"> say the different family names say what family member they have in a conversation with someone have a conversation with someone about their pets name different sports use a sentence to say what their favourite sport is name different weather types pretend to be a weather reporter say number 30 to 1000 tell the time 	<ul style="list-style-type: none"> read and understand a short passage using familiar language explain the main points in a short passage read a passage independently use a bilingual dictionary or glossary to look up new words read a factual text and identify family members within it read about their favourite sport read a weather report use a dictionary 	<ul style="list-style-type: none"> write phrases from memory write 2-3 short sentences on a familiar topic write what they like/dislike about a familiar topic write about their favourite sport write a fact file about a favourite sports personality write a weather report
Skills	<ul style="list-style-type: none"> Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles. Do they understand instructions, messages and dialogues within short passages? Matching texts to images/speech bubbles. Can they identify and note the main points and give a personal response on a passage? Spoken at near normal speed with no interference. May need short sections repeated. 	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 3-4 things? Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? El, ella pronouns, gender, words in wrong places although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements. 	<ul style="list-style-type: none"> Can they read and understand short texts (including short stories) using familiar language already taught? Can they identify and not the main points and give personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> Can they write what they like and dislike about a familiar topic? Can they use short phrases to give a personal response and/or an opinion? Can they write short phrases from memory and their spelling is readily understandable?
Assessment	<ul style="list-style-type: none"> Unit 1 - As-Tu Un Animal? Look at Language Angels Unit 2 - Quelle Est La Date Aujourd'hui? Look at Language Angels Unit 3 - Quel Temps Fait-il? Look at Language Angels Unit 4 - Les Vêtements Look at Language Angels Unit 5 - En Classe Look at Language Angels Unit 6 - Les Jeux Olympiques Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - As-Tu Un Animal? Look at Language Angels Unit 2 - Quelle Est La Date Aujourd'hui? Look at Language Angels Unit 3 - Quel Temps Fait-il? Look at Language Angels Unit 4 - Les Vêtements Look at Language Angels Unit 5 - En Classe Look at Language Angels Unit 6 - Les Jeux Olympiques Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - As-Tu Un Animal? Look at Language Angels Unit 2 - Quelle Est La Date Aujourd'hui? Look at Language Angels Unit 3 - Quel Temps Fait-il? Look at Language Angels Unit 4 - Les Vêtements Look at Language Angels Unit 5 - En Classe Look at Language Angels Unit 6 - Les Jeux Olympiques Look at Language Angels 	<ul style="list-style-type: none"> Unit 1 - As-Tu Un Animal? Look at Language Angels Unit 2 - Quelle Est La Date Aujourd'hui? Look at Language Angels Unit 3 - Quel Temps Fait-il? Look at Language Angels Unit 4 - Les Vêtements Look at Language Angels Unit 5 - En Classe Look at Language Angels Unit 6 - Les Jeux Olympiques Look at Language Angels

Year 6	Listening and Responding	Speaking	Reading and Responding	Writing
Knowledge		<ul style="list-style-type: none"> •explain where the major town in the country whose language they are using are •Name different types of transport •Use the verb 'to go' •Talk in the past tense •Talk in the present tense# •Name the planets •hold a simple conversation with at least 4 exchanges •use knowledge of grammar to speak correctly 	<ul style="list-style-type: none"> • read a factual text about a major city • read about different methods of transport • read present tense paragraph • read past tense paragraph • understand a short story or factual text and note the main points • use the context to work out unfamiliar words 	<ul style="list-style-type: none"> • create a holiday brochure • write a transport leaflet • write a present tense paragraph • create a history poster • create a information poster about planets • write a paragraph of 4-5 sentences • substitute words and phrases
Skills	<ul style="list-style-type: none"> • Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles. • Do they understand instructions, messages and dialogues within short passages? Matching texts to images/speech bubbles. • Can they identify and note the main points and give a personal response on a passage? Spoken at near normal speed with no interference. May need short sections repeated. 	<ul style="list-style-type: none"> • Can they have a short conversation where they are saying 3-4 things? • Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? El, ella pronouns, gender, words in wrong places although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements. 	<ul style="list-style-type: none"> • Can they read and understand short texts (including short stories) using familiar language already taught? • Can they identify and not the main points and give personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? • Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> • Can they write what they like and dislike about a familiar topic? • Can they use short phrases to give a personal response and/or an opinion? • Can they write short phrases from memory and their spelling is readily understandable?
Assessment	<ul style="list-style-type: none"> • Unit 1 - A L'École Look at Language Angels • Unit 2 – Les Verbes Reguliers Look at Language Angels • Unit 3 – Le Week-end Look at Language Angels • Unit 4 – La Seconde Guerre Mondiale Look at Language Angels • Unit 5 – Les Planètes Look at Language Angels • Unit 6 – Moi dans le monde 	<ul style="list-style-type: none"> • Unit 1 - A L'École Look at Language Angels • Unit 2 – Les Verbes Reguliers Look at Language Angels • Unit 3 – Le Week-end Look at Language Angels • Unit 4 – La Seconde Guerre Mondiale Look at Language Angels • Unit 5 – Les Planètes Look at Language Angels • Unit 6 – Moi dans le monde 	<ul style="list-style-type: none"> • Unit 1 - A L'École Look at Language Angels • Unit 2 – Les Verbes Reguliers Look at Language Angels • Unit 3 – Le Week-end Look at Language Angels • Unit 4 – La Seconde Guerre Mondiale Look at Language Angels • Unit 5 – Les Planètes Look at Language Angels • Unit 6 – Moi dans le monde Look at Language Angels 	<ul style="list-style-type: none"> • Unit 1 - A L'École Look at Language Angels • Unit 2 – Les Verbes Reguliers Look at Language Angels • Unit 3 – Le Week-end Look at Language Angels • Unit 4 – La Seconde Guerre Mondiale Look at Language Angels • Unit 5 – Les Planètes Look at Language Angels • Unit 6 – Moi dans le monde Look at Language Angels

	Look at Language Angels	Look at Language Angels		
Year 4	<p>Is community important?</p> <p>What can we learn from different members/expressions of the Buddhist tradition? (Link with Harvest and local foodbank) Is community important?</p> <p>How do/have religious groups contribute to society and culture in the local area? (Link with St Johns- Shoebox Appeal)</p> <p>John 15:5 5 "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.</p>	<p>Is conflict ever justified?</p> <p>What is sacrifice? (UC)</p> <p>How have events in history shaped beliefs?</p> <p>Proverbs 10:12 Hatred stirs up conflict, but love covers over all wrongs.</p>		
	<ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Link with keeping ourselves healthy – mental wellbeing as well as physical</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. 		
Year 5	<p>Should people be able to choose where they live?</p> <p>Is believing in God reasonable? Was Jesus the Messiah? (UC)</p> <p>Valuing Difference, Money, Keeping safe</p> <p>Leviticus 19:33-34 33 "When a foreigner resides among you in your land, do not mistreat them. 34 The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God.</p>	<p>Creation or science – conflicting or complimentary?</p> <p>What can we learn about the world/knowledge/ meaning of life from the great philosophers?</p> <p>How have expressions of Buddhists/Christians changed over time?</p> <p>Healthy Relationships, Growing and Changing</p> <p>Genesis 1:1-31 1 In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the</p>		

		<p>deep, and the Spirit of God was hovering over the waters.</p> <p>³And God said, "Let there be light," and there was light. ⁴God saw that the light was good, and he separated the light from the darkness. ⁵God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.</p>
	<p>Anglo Saxon ships</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • 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. 	<p>Link with big bang theory and evolution</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe 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. <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <ul style="list-style-type: none"> • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Year 6	<p>What is responsible for poverty?</p> <p>How do Buddhists explain suffering in the world? What does it mean if God is holy and loving? (UC)</p> <p>Proverbs 21:13 Whoever shuts their ears to the cry of the poor will also cry out and not be answered.</p>	<p>Is duty more important than belief?</p> <p>What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity</p> <p>Ephesians 4:31-32 ³¹Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. ³²Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</p>
	<p>Link with Victorians and electricity</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 	<p>Link with periscopes/black out/air raids</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain

	<ul style="list-style-type: none">• Use recognised symbols when representing a simple circuit in a diagram. <p>Link with lifestyle and impact of poverty and deprivation</p> <ul style="list-style-type: none">• Describe the changes as humans develop to old age. <ul style="list-style-type: none">• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.• Describe the ways in which nutrients and water are transported within animals, including humans.	<p>that objects are seen because they give out or reflect light into the eyes.</p> <ul style="list-style-type: none">• 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.
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