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| **The Roman Empire** | | | | | | | |
| Value | | | | Aspire | | | |
| No Outsiders | | | | Dogs Don’t Do Ballet – To know when to be assertive. | | | |
| Educational Visits and Enrichment Experiences | | | | Roman Fort Wrexham | | | |
| **Subject** | Week | | **National Curriculum Objective** | | | **Knowledge** | **Skills** |
| English | 1  2  SPAG | | To discuss words and phrases that capture the reader’s interest and imagination.  To be able to use conjunctions, adverbs and prepositions to express time and cause.  **Draft and write by:** Organising paragraphs around a theme. In narratives, creating settings, characters and plot.  **Evaluate and edit by:** Assessing the effectiveness of their own and others’ writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. | | | To know a varied and rich vocabulary.  To know how to use expanded noun phrases.  To know some conjunctions, adverbs and prepositions to express time and cause.  To know how to proof-read for spelling and punctuation errors. | To use a varied and rich vocabulary.  To use expanded noun phrases.  To use conjunctions, adverbs and prepositions to express time and cause.  To proof-read for spelling and punctuation errors.  To improve their writing. |
| 3  4  5  Historical Fiction | | To discuss words and phrases that capture the reader’s interest and imagination. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To identifying how language, structure, and presentation contribute to meaning. To use fronted adverbials. To use commas after fronted adverbials. To be able to use conjunctions, adverbs and prepositions to express time and cause. Use and punctuate direct speech. **Plan their writing by:** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. **Draft and write by:** Organising paragraphs around a theme. In narratives, creating settings, characters and plot. **Evaluate and edit by:** Assessing the effectiveness of their own and others’ writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. | | | To know a varied and rich vocabulary.  To know how to use paragraphs to sequence more extended narrative structures. To know how to use expanded noun phrases. To know how to use fronted adverbials to vary sentence structure. To know how to use commas after fronted adverbials.  To know the standard English forms for verb inflections. To understand how to use plural and possessive s correctly. To know how to use inverted commas and other speech punctuation. | To use a varied and rich vocabulary. To use paragraphs to sequence more extended narrative structures. To use expanded noun phrases. To use fronted adverbials to vary sentence structure. To use commas after fronted adverbials. To use standard English forms for verb inflections. To use plural and possessive s correctly. To use inverted commas and other speech punctuation. |
| 6  7  Tanka poetry | | To be able to recognise some different forms of poetry. To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To be able to write by composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. | | | To know what Tanka poetry is.  To know the structure of a Tanka poem.  To know what syllables are. | To write lines with the correct number of syllables.  To write a Tanka poem. |
| SPaG / Phonics | 2 | | Use further prefixes and suffixes and understand how to add them. | | | To know how prefixes change words. | To use and spell words containing prefixes and suffixes. |
| 3 | | Use further prefixes and suffixes and understand how to add them. | | | To know how suffixes changes words. | To use and spell words containing prefixes and suffixes. |
| 4 | | Spell words that are often misspelt. | | | To know how to spell words from the Year 3 and 4 spelling lists. | To spell words from the Year3 and 4 lists correctly. |
| 5 | | Use of possessive apostrophe and apostrophes for contraction | | | To know where apostrophes go.  To know the difference between a missing letter apostrophe and a possessive apostrophe. | To use apostrophes correctly in my writing. |
| 6 | | Spell words that are often misspelt – suffixes, vowel letters. | | | To know when to double consonants. | To double consonants when appropriate. |
| 7 | | Proof-read for spelling and punctuation errors. | | | To know how to self-correct.  To know how to improve my writing. | To self-correct and improve my work. |
| 8 | | Spell words that are often misspelt. | | | To know how to spell words from the Year 3 and 4 spelling lists. | To spell words from the Year3 and 4 lists correctly. |
| Guided Reading | Weekly | | To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To develop positive attitudes to reading and understanding of what they read. To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and read for a range of purposes. To use dictionaries to check the meaning of words that they have read. To identify themes and conventions in a wide range of books. To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To discuss words and phrases that capture the reader’s interest and imagination. To recognise some different forms of poetry [for example, free verse, narrative poetry]. To understand what they read, in books they can read independently. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text.. To identify main ideas drawn from more than one paragraph and summarise these. To identify how language, structure, and presentation contribute to meaning. To retrieve and record information from non-fiction. To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say. | | | Week 1: Tanka Poetry Whole Class Reading.  Non-Fiction focus linked to Science, History and RE.  Skills will be taught in Whole Class Reading and Guided Reading Groups.  Skills will be identified on weekly planning grids.  Ninja Comprehension will be used to practice written comprehension skills.   * Identify how language, structure and presentation contribute to meaning. * Discuss understanding and identify the meaning of words in context. * Use dictionaries to check the meanings of words they have read. * Identify themes and conventions in a wide range of books. * Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts. * Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and sub-headings, illustrations) * Understand how paragraphs can organise ideas around a theme and can build up ideas across a text. * Use specific vocabulary and ideas express in the text to support own views. * Ask questions and find answers to simple questions in a text. * Retrieve and record information from non-fiction. * Extract information from the text. * Locate information using skimming and scanning. * Decide on a question that needs answering and locate the answer in a non-fiction book.   Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)   * Identify main ideas within a text or within a paragraph and summarise these. | |
| Maths | 1  2  3  Place Value | | To identify, represent and estimate numbers using different representations. To count in multiples of 6, 7, 9, 25 and 1000. To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | | | To know how to represent four-digit numbers using different representations. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). To know how to round any number to the nearest 10, 100 and 1000. Know what a multiple is and identify multiples of 6, 7, 9, 25 and 1000. To know how to order and compare numbers beyond 1000. To understand negative numbers. To recognise Roman Numerals (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | To identify, represent and estimate numbers using different representations. Count in multiples of 6, 7, 9. 25 and 1000. To recognise the value of each digit in a four-digit number. Order and compare numbers beyond 1000.  Round any number to the nearest 10, 100 or 1000. Read Roman numerals to 100 (I to C). Solve number and practical problems that involve all of the above and with increasingly large positive numbers. |
| 4  5  Place Value | | To identify, represent and estimate numbers using different representations. To count in multiples of 6, 7, 9, 25 and 1000. To find 1000 more or less than a given number. To count backwards through zero to include negative numbers. To order and compare numbers beyond 1000. To round any number to the nearest 10, 100 or 1000. To solve number and practical problems that involve all of the above and with increasingly large positive numbers. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. | | | To know how to identify, represent and estimate numbers using different representations. To know how to count in multiples of 6, 7, 9, 25 and 1000. To know how to find 1000 more or less than a given number. To know how to count backwards through zero to include negative numbers. To know how to order and compare numbers beyond 1000. To know how to round any number to the nearest 10, 100 or 1000. To know how to solve number and practical problems that involve all of the above and with increasingly large positive numbers. To know how to interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. | Identify, represent and estimate numbers using different representations. Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. |
| 6  7  Addition and Subtraction | | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. | | | Know how to add and subtract numbers up to 4 digits using the formal written method where appropriate. Know a variety of methods for different calculations. | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. To identify and use the most effective method based on the calculation. |
| Science | 1-7 | | Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and animals and their simple functions.  Construct and interpret a variety of food chains, identifying producers, predators and prey. | | | To describe the simple functions of the basic parts of the digestive system in humans. | To explain how the digestive system works. |
| To name and describe the functions of the main parts of the digestive system. | To explain how the digestive system works. |
| To identify the different types of teeth in humans and their simple functions. | To compare the different type of teeth in humans and their roles with teeth from other animals. To ask relevant questions and use different types of scientific enquiries to answer them. |
| To identify the different types of teeth in humans and their simple functions. | To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |
| To identify the different types of teeth in humans and their simple functions. | To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |
| To describe a food chain identifying producers, predators and prey. | To construct a food chain including producers, predators and prey. |
| To assess knowledge. | Complete assessment activity – see Science Scheme. |
| RE | 1 | | Cheshire Scheme - Judaism | | | To learn about the covenant and the importance to Jews.  To relate aspects of Jewish family life to the beliefs contained behind them. | I can discuss moral decisions.  I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.  I can explain the importance of the covenant for Jewish people. |
| 2 | | Cheshire Scheme - Judaism | | | To recognize the importance of the Covenant for Jews.  To recognize aspects of Jewish family life. | I can discuss moral decisions I and other people make.  I can suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values.  I can explain what a covenant is. |
| 3 | | Cheshire Scheme - Judaism | | | Explain how Jews worship and explore how this relates to Jewish beliefs.  To learn about the Jewish synagogue and its importance to individuals and the community. | I can make links between the beliefs of different religious groups.  I can describe and compare practise and experiences that are involved in belonging to different religious groups – thinking about the importance of synagogues for Jews.  I can name and describe the significance of special objects found within synagogues. |
| 4 | | Cheshire Scheme - Judaism | | | To relate aspects of Jewish family life to the beliefs contained behind them. | I can describe and compare practise and experiences that are involved in belonging to different religious groups.  I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean. |
| 5 | | Cheshire Scheme - Judaism | | | To learn about the story of Passover (Pesach). | I can describe and compare practise and experiences that are involved in belonging to different religious groups.  I can explain how and why Passover (Pesach is celebrated. |
| 6 | | Cheshire Scheme - Judaism | | | To evaluate why Pesach is important to Jews as an act of commemoration. | I can describe and compare practise and experiences that are involved in belonging to different religious groups.  I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean. |
| 7 | Cheshire Scheme - Judaism | | | | To learn how Jews worship and explore how this relates to Jewish beliefs, practices and celebrations.  To recognize aspects of Jewish family life to the beliefs contained behind them. | I can make links between the beliefs of different religious groups.  I can describe and compare practise and experiences that are involved in belonging to different religious groups.  I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean. |
| 8 | Cheshire Scheme - Judaism | | | | To explore how Jews worship and how this relates to their beliefs. | I can describe and compare practise and experiences that are involved in belonging to different religious groups.  I can explain religious beliefs using a range of vocabulary used by believers and suggest what they mean.  I can make links between the beliefs of different religious groups. |
| PE | 1 | | **Gymnastics**  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Hockey**  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. | | | **Gymnastics**  Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.  **Hockey**  Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding. | **Gymnastics**  Can perform a bridge.  **Hockey**  Refine dribbling and passing. |
| 2 | | **Gymnastics**  Application of bridge learning onto apparatus.  **Hockey**  Refine dribbling and passing. |
| 3 | | **Gymnastics**  Application of bridge learning onto apparatus.  **Hockey**  Develop shooting; combine passing and dribbling to create shooting opportunities. |
| 4 | | **Gymnastics**  Develop sequences with bridges. Sequence formation. Sequence completion.  **Hockey**  Develop passing and dribbling creating space for attacking opportunities. |
| 5 | | **Gymnastics**  Develop sequences with bridges. Sequence formation. Sequence completion.  **Hockey**  Develop passing and dribbling creating space for attacking opportunities. |
| 6 | | **Gymnastics**  Develop sequences with bridges. Sequence formation. Sequence completion.  **Hockey**  Develop passing and dribbling creating space for attacking opportunities. Introduce defending; blocking and tackling. |
| 7 | | **Gymnastics**  Develop sequences with bridges. Sequence formation. Sequence completion.  **Hockey**  Develop passing and dribbling creating space for attacking opportunities. Introduce defending; blocking and tackling. |
| Geography and  History | 1 | | **History**  The Roman Empire and its impact on Britain.  **Geography**  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. (RECAP SO THE CHILDREN KNOW WHERE ROME IS) | | | To understand where the Roman Empire began. | Use terms related to the period and begin to date events. |
| 2 | | **History**  The Roman Empire and its impact on Britain. | | | To know where the Roman invasion happened in Britain.  To know when the Roman invasion happened in Britain.  To know how long the Roman Empire occupied Britain.  To know the key reasons why the Roman Empire invaded Britain. | Use evidence to build up a picture of a past event.  Place events from period studied on a time line. |
| 3 | | **History**  The Roman Empire and its impact on Britain. | | | To explain the Roman hierarchy  To know some features of the army.  To explain the achievements of the Roman army. | Recall, select and organise historical information.  Communicate their knowledge and understanding. |
| 4 | | **History**  The Roman Empire and its impact on Britain. | | | To recall some aspects of ways of life. | Choose relevant material to present a picture of one aspect of life in time past. |
| 5 | | **History**  The Roman Empire and its impact on Britain. | | | To name some of the Roman Gods – Jupiter, Neptune, Venus, Minerva. | Recall, select and organise historical information.  Communicate their knowledge and understanding. |
| 6 | | **History**  The Roman Empire and its impact on Britain. | | | To know what impact the Romans had on today’s world – baths, hypocaust, roads, aqueducts, heating.  To recall some sporting events from this time.  To know what impact the Romans had locally – Chester, Cheshire (wich). | Use evidence to build up a picture of a past event.  Ask a variety of questions. |
| 7 | | **History**  The Roman Empire and its impact on Britain. | | | To know who Julius Caesar was and the impact he had. | Recall, select and organise historical information.  Communicate their knowledge and understanding. |
| Art and Design | 6  7  8 | | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | | | Sewing –  To know how to cut and join fabric. | Sewing –  Use different grades and uses of  threads and needles. |
| Sewing –  To know what straight stitch | Sewing –  Use different grades and uses of threads and needles. |
| Design Technology | Day 1 | | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. | | | To be able to generate ideas and write the purposes for my designs. To know that making labelled drawings from different views, sharing specific features and details are part of the planning process. To have an awareness of alternative methods. To know the appropriate tools and techniques to make my product. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways. | Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. |
|  | Day 2 | | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. | | | To know how to evaluate products and identify criteria that can be used for my own design. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways.  To name a range of stitches in my product. To know how to evaluate my product against a design criteria. To know how to evaluate during and at the end of the process. To know how to plan and carry out appropriate tests to evaluate my product. | Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Evaluate products and identify criteria that can be used for their own designs. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests. |
| PSHE | 1  2  3 | | 1 Decision – Computer Safety (on line bullying) | | | Know the positive and negatives of using computers and being online. The importance of permission-seeking and giving in relationships with friends, peers and adults. Know how to ask for help. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to report concerns or abuse, and the vocabulary and confidence needed to do so. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). | Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. |
| 4  5  6  7 | | 1 Decision - Keeping safe and staying safe | | | Know what we need to keep safe from. Know how to keep safe when riding a bike. Know possible dangers when riding a bike. Know who can help if someone has an accident when riding their bike. | Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice. |
| Music | 1 | | Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | | | To understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.  To know the pulse and beat of a piece of music. To know the difference between a fast, steady and slow tempo using appropriate vocabulary. To pitch the voice correctly when singing songs. To sing a range of unison songs. that have different simple time, time signatures. | To copy increasingly challenging rhythms using body percussion and untuned instruments.  To perform with an understanding of simple time, time signatures. To move in time with a beat recognising the accentuated first beat of the bar. To begin to recognise by ear and notation: minims, crotchets, quavers and their rests. To find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. To identify the difference between a fast, steady and slow tempo using appropriate vocabulary. |
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| Computing | 2  3  4 | | **Unpacking Hardware and Software**  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | | | To know the different parts that make up a computer. | Understand computer networks, including  the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. |
| 5  6  7 | | **Effective Searching** To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | | | To recall how to use search effectively to find out information.  To know how to assess whether an information source is true and reliable. | Explain how credible a webpage is and the information it contains. Explain how to search effectively. |
| MFL | 1 | To speak in sentences, using familiar vocabulary, phrases and basic language structures | | | Revision:  To respond to classroom commands appropriately.  To revise language previously learned:   * Greetings, name, age, birthdays, days of the week, months of the year, how we feel   To recap numbers 0-31 | | Pupils follow a short text while listening and reading, saying some of the text. |
| 2 | To listen attentively to spoken language and show understanding by joining in and responding | | | To begin to hear, ask and say where we live | | Pupils read and understand familiar words and short written phrases. |
| 3 | Pupils listen attentively to spoken language and show understanding by joining in and responding | | | To consolidate how to ask and say where we live (survey) | | Pupils link sounds to meanings. |
| 4 | To engage in conversations; ask and answer questions | | | Consolidation of asking and saying where we live including interpreting others | | Pupils listen to and identify words and short phrases. |
| 5 | To engage in conversations; ask and answer questions | | | To learn names for family members & hear French people describing their family | | Pupils recognise and apply simple agreements (e.g. gender, plural, singular). |
| 6 | To describe people, places, things and actions orally\* and in writing | | | To recap on names for family members and hear the question “As-tu des freres ou des soeurs?”  To read and write a description of ourselves and our family members | | Pupils understand how a simple sentence is written. |
| 7  Revision | To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms | | | To ask others in the class if they have any brothers or sisters and complete a survey  To read and write a description of ourselves and our family members  To consolidate describing our family members | | Pupils recognise and apply simple agreements (e.g. gender, plural, singular). |
| 8  Revision | To appreciate stories, songs, poems and rhymes in the language | | | To interpret a conversation between 2 French young people including information on names, ages and family members | | : Pupils recognise how sounds are represented in written form |