

Federation of Grewelthorpe and Fountains C of E Primary Schools

Long Term Curriculum Plan

Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Who roamed the Earth before humans?	What did we learn from the Ancient Greeks?	What impact did the Tudor Monarchy have on Religion and society?
Autumn 1	<p>Events beyond living memory that are significant nationally or globally – Dinosaurs.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Art Textiles</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Art Textiles</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ®the changing power of monarchs using case studies such as John, Anne and Victoria ®changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ®the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ® a significant turning point in British history, for example, the first railways or the Battle of Britain. <p>Tudors</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Art Textiles</p>

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	What kinds of life are there?	Can we control sound and light?	Are all living creatures the same?
Autumn 2	<p>Animals Inc Humans</p> <ul style="list-style-type: none"> ®identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ®identify and name a variety of common animals that are carnivores, herbivores and omnivores ®describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ®identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Living things (Habitats)</p> <ul style="list-style-type: none"> ®identify that most living things live in habitats to which they are suited and ®describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ® identify and name a variety of plants and animals in their habitats, including micro-habitats <p>DT Mechanisms and mechanical systems</p>	<p>Electricity</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>Sound</p> <ul style="list-style-type: none"> ®identify how sounds are made, associating some of them with something vibrating ®recognise that vibrations from sounds travel through a medium to the ear ® find patterns between the pitch of a sound and features of the object that produced it ®find patterns between the volume of a sound and the strength of the vibrations that produced it ®recognise that sounds get fainter as the distance from the sound source increases. <p>DT – Electrical systems DT Mechanisms and mechanical systems</p>	<p>Living things in their habitats.</p> <ul style="list-style-type: none"> ® describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ® give reasons for classifying plants and animals based on specific characteristics. <p>DT Mechanisms and mechanical systems</p>

RE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
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	RE1.2 Who is a Muslim and what do they believe? UC 1.3 Why does Christmas matter to Christians?	UC L2.3 What is the 'Trinity' and why is it important for Christians? L2.8 What does it mean to be Hindu in Britain today?	U2.1 Why do some people believe in God and some people not? (C, NR) UC U2.2 Creation and science: conflicting or complementary?
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PSHE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Being Me in my World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Being Me in my World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Being Me in my World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>

ICT	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	1.1 Online safety & Exploring 1.5 Maze explorers 2.4 Questioning 2.2 Online Safety	4.1 Coding 4.2 Online Safety Drawing and Desktop Publishing (Twinkl Year 3 unit)	6.1 Coding 6.2 Online Safety 5.4 Databases

Music	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	-Listen with attention to detail and recall sounds with increasing aural memory. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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PE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Multi-skills Movement Multi skills Throwing and catching</p> <p>Activities leading to invasion games Problem solving</p>	<p>Develop flexibility, strength, technique, control and balance (through gymnastics). Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate (for example, basketball, football, netball or hockey) and apply basic principles suitable for attacking & defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Developing skills and knowledge in relation to: Football Multi skills / Swimming</p> <p>Developing skills and knowledge in relation to Hockey Health and Fitness / Swimming</p>	<p>Develop flexibility, strength, technique, control and balance (through gymnastics). Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate (for example, basketball, football, netball or hockey) and apply basic principles suitable for attacking & defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Football /Netball</p> <p>Dodgeball Health related fitness</p>
MFL	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Name, recognise and remember up to 10 fruits in French.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French. 	<p>Recognise all four seasons in French.</p> <ul style="list-style-type: none"> • Learn an associated action for each season in French. • Understand better what happens in the world around us in each season in French. <p>Name and recognise up to 10 instruments in French.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct definite article/determiner in French. • Learn how to say I play an instrument in French 	<p>Recognise and recall the 12 months of the year in French.</p> <ul style="list-style-type: none"> • Ask what the date is and say the date in French. • Ask somebody when their birthday is and say when their own birthday is in French. <p>Say and write in French whether we live in a house or an apartment.</p> <ul style="list-style-type: none"> • Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... • Use the connective/conjunction et to link two sentences together

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	Is it better to be hot or cold?	Who lives in a place like this?	How do disasters change our world?
Spring 1	<p>Human and physical geography -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>DT Food</p>	<p>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 Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes. Locational knowledge: locate the world's countries identifying human and physical characteristics <p>DT Food</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical Geography including</p> <ul style="list-style-type: none"> Biomes, vegetation belts, Earthquakes and volcanoes Locational knowledge: locate the world's countries identifying human and physical characteristics <p>DT Food</p>

Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Why are windows made from glass?	Do living things need different things to survive?	Is global warming reversible or irreversible?
Spring 2	<p>Science -Everyday materials and their uses identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Living things and their habitats -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Properties and changes of materials -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>

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	<p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p style="text-align: right; color: purple;">DT Leavers</p>	<p style="color: red;">-recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p style="color: red;">Animals including humans</p> <p style="color: red;">-describe the simple functions of the basic parts of the digestive system in humans</p> <p style="color: red;">- identify the different types of teeth in humans and their simple functions</p> <p style="color: red;">-construct and interpret a variety of food chains, identify</p> <p style="color: red;">ifying producers, predators and prey.</p> <p style="color: purple;">DT Leavers</p>	<p style="color: red;">-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p style="color: red;">-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p style="color: red;">-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p style="color: red;">-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p style="color: red;">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.</p> <p style="background-color: yellow; color: black; text-align: center;">+ Earth and Space ? On LTP as YB Spring</p> <p style="color: purple;">DT Cams</p>
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RE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	1.2 Who is a Muslim and what do they believe Part 2 UC 1.5 Why does Easter matter to Christians?	L2.8 What does it mean to be Hindu in Britain today? UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR) UC U2.5 What do Christians believe Jesus did to 'save' people?

PSHE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
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	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>
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ICT	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>1.6 Animated Story Books</p> <p>2.7 Making Music</p>	<p>Word Processing (Twinkl Year 4 unit)</p> <p>4.5 Logo</p>	<p>6.4 Blogging</p> <p>Scratch Animated Stories (Twinkl Y6 Unit)</p>

Music	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>-Develop an understanding of the history of music.</p> <p>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>-Develop an understanding of the history of music.</p> <p>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

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MFL	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Recognise all four seasons in French.</p> <ul style="list-style-type: none"> Learn an associated action for each season in French. 	<p>Name, recognise and recall from memory up to 10 vegetables in French.</p> <ul style="list-style-type: none"> Attempt to recall 10 with their plural article/determiner. 	<p>Name and spell accurately some/all the planets in French on a solar map.</p> <ul style="list-style-type: none"> Say and write extended sentences for at least one planet.
PE	<p>Key Stage 1</p> <ul style="list-style-type: none"> Understand better what happens in the world around us in each season in French. <p>Activities leading to Gymnastics.</p> <p>Activities leading to dance.</p> <p>Activities leading to net/wall sports.</p> <p>Activities leading to invasion games</p>	<p>Lower Key Stage 2</p> <ul style="list-style-type: none"> Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French. Use running, jumping, throwing and catching in isolation and in combination. Name in French, the six key periods of ancient Britain, introduced in chronological order. Play competitive games, modified where appropriate (for example, badminton or tennis) Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Compare their performances with previous ones Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite). 	<p>Upper Key Stage 2</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns. Work improving grammatical accuracy. Use the time in French using quarter past, half past and quarter to. Play competitive games, modified (for example, badminton or tennis) and using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences Compare performances with previous ones and demonstrate improvement to achieve their personal best.
		<p>Developing skills and knowledge in relation to: Dance</p> <p>Health and Fitness / swimming</p> <p>Developing skills and knowledge in relation to: Dodgeball Hockey / Swimming</p>	<p>Hockey /Dance</p> <p>Parasport /Volleyball</p>

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	Who lived in a castle like this?	What would it have been like to live at Fountains Abbey?	What was it like to live life as a Mayan?
Summer 1	<p>Significant historical events, people and places in their own locality.</p> <p>Art – Painting and observational drawing</p>	<p>A local history study</p> <ul style="list-style-type: none"> -a depth study linked to one of the British areas of study listed above -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Art – Painting and observational drawing</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Art – Painting and observational drawing</p>

Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	How do plants change over time?	Can we change materials?	Would the world be a better place if we were all the same?

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<p>Summer 2</p>	<p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>DT - wheels & axels</p> <p>Plants -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<ul style="list-style-type: none"> ● Plants ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ● investigate the way in which water is transported within plants ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p> <p>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>DT - wheels & axels</p>	<p>Animals including humans -describe the changes as humans develop to old age.</p> <p>Evolution and inheritance -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 -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>DT wheels & axels & digital</p>
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RE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	UC 1.4 What is the 'good news' Christians believe Jesus brings? 1.5 What makes some places sacred? (C,M)	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)	UC U2.6 For Christians, what kind of King is Jesus? U2.3 What do religions say to people when life gets hard? (C, H, NR)
PSHE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
ICT	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	2.3 Spreadsheets 1.3 Pictograms 2.8 Presenting ideas	3.7 Simulations 4.7 Effective Search 4.8 Hardware Investigator	6.6 Networks Film Making (Twinkl Y6 Unit)
Music	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music.	-Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Use and understand staff and other musical notations.	-Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Use and understand staff and other musical notations.

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MFL	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
PE	<p>Sit and listen to a family story being told in French.</p> <p>Key Stage 1</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in French <p>Activities leading to striking and fielding. Swimming / Athletics skills</p> <p>Striking and Fielding Swimming / Athletics skills</p>	<p>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>Lower Key Stage 2</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (through athletics) Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Use, running, jumping, throwing and catching in isolation and in combination Respond to simple classroom commands Play competitive games, modified where appropriate (for example, cricket or rounders) Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Take part in outdoor and adventurous activity challenges both individually and within a team. Start to use the simple connectives (and) and (but) to make more complex and interesting sentences. <p>Developing skills and knowledge in relation to: Athletics – track</p> <p>Tennis</p>	<p>Say and spell some of the different countries and the relative capital cities in the French speaking world and find them on a map.</p> <p>Upper Key Stage 2</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (through athletics) Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Play competitive game, modified where appropriate (for example, cricket or rounders) Say and write something we do to help the planet Apply basic principles suitable for attacking & defending Understand better the concept of verb stems and endings Conjugate easily and with clear understanding irregular verbs like AVOIR Conjugate easily and with clear understanding irregular verbs like ÊTRE. Conjugate easily and with clear understanding irregular verbs like FAIRE. Conjugate easily and with clear understanding irregular verbs like ALLER <p>Handball Athletics – field</p> <p>Tennis Athletics – track</p>
		<p>Developing skills and knowledge in relation to: Athletics – field</p> <p>Rounders</p>	