

YEAR OVERVIEW 2020 -21 for Year Group _____

Subject	HT1 (3 days + 7 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks 4 days)	HT5 (6 weeks)	HT6 (6 weeks 4 days)
English: Writing: Composition Links:	<p>Story writing to ease children into learning. Include cold writing task and hot task to show progress. (3 week)</p> <p>Descriptive Poetry with stimuli (3 weeks)</p> <p>Non-fiction: Newspaper report (2 weeks)</p>	<p>Narrative: Sci-fi (3 weeks)</p> <p>Non-fiction: Persuasive letter (2 weeks)</p> <p>Non-fiction: Explanation/ report Science experiment (2 weeks)</p> <p>Cross Curricular Science – living things and their habitats Science – Animals including humans</p>	<p>Non-fiction: Science experiment (2 weeks)</p> <p>Non-fiction: Reports (Science) (3 weeks)</p> <p>Introduction to Myths and legends (1 week)</p> <p>Cross Curricular Links- History - Ancient Greece, Science – Animals including humans</p>	<p>Narrative: Myths and legends (5 weeks)</p> <p>Cross Curricular Links- Ancient Greece</p>	<p>SATS week (1 week)</p> <p>Non-fiction: Discussion Linked to current affairs debate and whole school debate (5 weeks)</p> <p>Cross curricular – PSHE / British Values</p>	<p>Non-fiction: Recount (first Y6 trip) (3 weeks)</p> <p>Geography focus (4 weeks)</p> <p>Cross curricular – PSHE / British Values</p>
<p>The National Curriculum statements for Writing Composition LKS2</p> <p>All covered in each half term, (when applicable to genre)</p> <p>Foci expanded on in MTP</p>	<p>Plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for</p>	<p>evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>proof-read for spelling and punctuation errors</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	

		example, headings, bullet points, underlining]			
English: Writing: Transcription (Handwriting)	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task. 				
English: Writing: (VGP) Foci identified in MTPs	<ul style="list-style-type: none"> - Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. - Use relative clauses. - Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. - Use correct punctuation to indicate speech. - Use expanded noun phrases to convey complicated information concisely. - Use brackets, dashes and commas to indicate parenthesis. - Use semi-colons, colons or dashes to mark boundaries between main causes. - Use colons to introduce lists. - Punctuate bullet points consistently. - Recognise vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions. - Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs. - Use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> - Adverbials of time, place and number. - Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. - Use semi-colons to mark boundary between independent clauses. - Use dialogue, differences between spoken and written speech. Punctuation to indicate direct speech. - Formal and informal speech and writing. Use of subjunctive forms. - Use commas to clarify meaning. - Formal and informal speech and writing. Use of subjunctive forms. - Use bullet points, colons and semi-colons. - Dialogue, direct/indirect speech punctuation. Reported speech. - Use of passive form to present information. - Use commas to clarify meaning. - Use elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses. - Dialogue, direct speech punctuation. - Use and understand grammatical terminology. 	<ul style="list-style-type: none"> - Writing complex and compound sentences - Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. - Use accurate sentence and speech punctuation. - Use dialogue, recognise differences between spoken and written speech. - Use speech punctuation to indicate direct speech. - Understand and use modal verbs. - Understand and use modal verbs in persuasive writing - Use apostrophes correctly. - Use correct sentence punctuation. - Begin to understand the use of active and passive verbs, especially the use of the passive form in reports. - Recognise and use a past participle. - Use semi-colons, colons and dashes appropriately in reports. - Use bullet points in reports. - Use elaborated descriptive language. - Use expanded noun phrases. - Use and understand grammatical terminology. - Use fronted adverbials and non-finite verbs to start a sentence. - Use commas after fronted adverbials - Use elaborated description, including adjectives and adverbs, and subordinate clauses. 		
The National Curriculum statements for Writing VGP LKS2 Main foci expanded on in MTP – copied from Lowfield Writing Grids	Develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using	Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately		

	<p>expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2</p>			<p>using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</p>		<p>in discussing their writing and reading.</p>
<p>ENGLISH: Writing: Transcription (Spelling)</p>	<p>Lowfield Spelling guides divide work into 3 half terms, which are then repeated for the last 3 half terms. Medium term plans detail when this addressed weekly.</p>					
<p>ENGLISH: Reading – whole class</p>	<p>Comprehension: En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: See MTP for detailed breakdown.</p> <p>Class reader:</p>	<p>Comprehension: En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: See MTP for detailed breakdown.</p> <p>Class reader:</p>	<p>Comprehension: En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: See MTP for detailed breakdown.</p> <p>Class reader:</p>	<p>Comprehension: Class reader:</p>	<p>Comprehension: Class reader:</p>	<p>Comprehension: Class reader:</p>
<p>MATHS Links:</p> <p><i>Full National Curriculum links in Power Maths overview for Year 6</i></p>	<p>Power Maths 6A Unit 1 Place value within 10 000 000 Weeks 2 & 3</p> <p>Unit 2 Four operations (1) Addition, Subtraction, Multiplication &</p>	<p>(Cont) Unit 3 Four operations (2) Addition, Subtraction, Multiplication & Division – factors, multiples, prime numbers, square and cube numbers Week 1</p>	<p>Power Maths 6B Unit 7 Decimals – decimals as fractions, multiplying and dividing decimals Weeks 2 & 3</p>	<p>(Cont) Unit 9 Algebra Week 1</p> <p>Unit 10 & 11 Measures – imperial, metric, perimeter, area & volume Weeks 2 & 3</p>	<p>Unit 14 Problem solving + through SATs paper learning Weeks 1, 2, 3 & 4</p>	<p>Post SATs Problem solving Through project and group based work</p> <p>Financial Capability PSHE</p> <p>Dragon’s den practical D&T/ maths</p>

	<p>Division – formal written methods and word problems Weeks 4, 5, 6 & 7</p> <p>Unit 3 Four operations (2) Addition, Subtraction, Multiplication & Division – factors, multiples, prime numbers, square and cube numbers Week 8</p>	<p>Unit 4 Fractions (1) Adding and subtracting fractions Weeks 2, 3 & 4</p> <p>Unit 5 Fractions (2) Multiplying and dividing fractions Weeks 6 & 7</p> <p>Unit 6 Geometry - position and direction Week 8</p>	<p>Unit 8 Percentages Weeks 4 & 5</p> <p>Unit 9 Algebra Week 6</p>	<p>Unit 12 Ratio and proportion Week 4</p> <p>Unit 13 Geometry properties of shapes, angles and 2D/3D Week 5 & 6</p>		
MATHS Untaught content	Untaught Y5 content (see medium term plan)	Untaught Y5 content (see medium term plan)				
KIRF objectives and Calculation	<p>Know the two-place decimal complements of 1.</p> <p><i>Ma2/2.2b related</i></p> <p>1 lesson per week KIRF 1 lesson countdown calculation 1 lesson Sands of Time 2 arithmetic based on SATS style</p>	<p>Use all multiplication and division facts for times tables to 12 x 12 to derive x and ÷ of small multiples of 10 and 100 (e.g. 30 x 900; 8,100 ÷ 9).</p> <p><i>Ma4/2.3a related</i></p> <p>1 lesson per week KIRF 1 lesson countdown calculation 1 lesson Sands of Time</p>	<p>Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths.</p> <p><i>Ma6/2.3k</i></p> <p>1 lesson per week KIRF 1 lesson Sands of Time 2 arithmetic based on SATS style</p>	<p>Know the doubles and halves of all multiples of 100 to 10,000.</p> <p>Know the prime numbers within 50.</p> <p><i>Ma6/2.2e</i> <i>Ma2/2.2b related</i></p> <p>1 lesson per alternate week KIRF 2 arithmetic based on SATS style</p>	<p>SATS focus</p> <p>2 arithmetic based on SATS style 3 lesson reasoning SATS style</p>	<p>Know the square roots of square numbers to 15 x 15.</p> <p><i>Ma5/2.3h related</i></p> <p>1 lesson per week KIRF</p> <p>Alternate maths focus</p>

		2 arithmetic based on SATS style	1 lesson reasoning SATS style	1/2 lesson reasoning SATS style		
SCIENCE Links:	Living things and their habitats Y6 content Sc6/2.1a 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 Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.	Animals including humans Y6 content Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.	Light Y6 content Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c 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 Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Electricity Y6 content Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b 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 Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	SATs preparation	Evolution and inheritance Y6 content Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
ART AND DESIGN Links:		Making Egyptian masks Drawing –	Making Canopic jars			

		<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Painting – Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form -</p>	<p>Drawing - Develop ideas using different or mixed media, using a sketchbook.</p> <p>Painting - Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form -Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.</p> <p><u>Curriculum Links:</u></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and</p>			
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		<p>Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p> <p>Curriculum Links: Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Cross Curricular Links- History- Ancient Egypt</p>	<p>sculpture with a range of materials</p> <p>Cross Curricular Links- History- Ancient Egypt</p>			
COMPUTING Links:						
DESIGN AND TECHNOLOGY Links:			<p>Making Greek sandals</p> <p>DT2/1.1a Design 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</p> <p>DT2/1.1b Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a Make</p>	<p>Making model volcanoes</p> <p>DT2/1.4a Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b Technological Knowledge understand and use mechanical systems in their products</p>	<p>Food around the world</p> <p>DT2/2.1a Cooking & Nutrition understand and apply the principles of a healthy and varied diet Make a 'sugar' display</p> <p>DT2/2.1b Cooking & Nutrition cook a repertoire of predominantly savoury dishes so</p>	

			<p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b Make 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</p> <p>DT2/1.3a Evaluate investigate and analyse a range of existing products</p> <p>DT2/1.3b Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>DT2/1.4c Technological Knowledge understand and use electrical systems in their products</p> <p>DT2/1.4d Technological Knowledge apply their understanding of computing to programme, monitor and control their products</p> <p>Cross Curricular Links-Geog.-Natural disasters Computing-Spread sheets</p>	<p>that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c Cooking & Nutrition become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c Cooking & Nutrition understand the source, seasonality and characteristics of a broad range of ingredient</p> <p>Cross Curricular Links-PSHE-Keeping Healthy</p>
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<p>GEOGRAPHY Links:</p>		<p>Egypt</p> <p>Ge2/ 1.1a Locational knowledge</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</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>Ge2/1.4a Geographical fieldwork Use maps,</p>	<p>English region focus: North West (Lake District)</p> <p>Ge2/1.1b Locational knowledge</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Greece (ancient Greece topic)</p> <p>Ge2/ 1.1a Locational knowledge</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</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>Ge2/1.4a Geographical</p>	<p>Natural disasters</p> <p>Ge2/1.3a Human & Physical Geography</p> <p>describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-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>Sustainability</p> <p>Ge2/1.3b Human & Physical Geography</p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>
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		atlases, globes and digital/computer mapping to locate countries and describe features studied		fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
HISTORY Links: Art, DT, Geography, Science	Ancient Civilizations Hi2/2.3 Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Know key dates, characters and events of time studied • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources 	Ancient Greece Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Know key dates, characters and events of time studied • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past 	SATs Focus on core subjects	Humanities rotation Focus on Geography		

	<ul style="list-style-type: none"> • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered from several sources together in a fluent account <p>Cross Curricular Links: DT2/1.3c understand how key events and individuals in design and technology have helped shape the world How were the pyramids built?</p>	<ul style="list-style-type: none"> • Bring knowledge gathered from several sources together in a fluent account <p>Cross Curricular Links: DT2/1.3c understand how key events and individuals in design and technology have helped shape the world How has Greek architecture influenced modern buildings?</p>				
MFL (KS2) Links:		<p>Lesson 1 Classroom instructions and opinions Revise classroom instructions. Revise opinions. Learn how to pronounce the 'j' phoneme correctly</p> <p>Lesson 2 Sports and opinions Learn words for sports. Revise opinions.</p> <p>Lesson 3 Sports, opinions and sports clothing Revise words for sports and opinions.</p>	<p>Lesson 5 Revise 'avoir' with negative/ adjectival agreement Revise <i>j'ai</i> and learn <i>tu as, il a, elle a</i> and <i>nous avons</i> (parts of <i>avoir</i>) and use it with the negative. Enjoy a traditional story and revise how to pronounce the 'ai' phoneme correctly. Revise the adjectival agreement rule and apply it in writing.</p> <p>Lesson 7 Weather Learn how to describe the</p>	<p>Lesson 12 Poems Learn how to work out which words in a poem rhyme. Learn how to pronounce the 'oi' phoneme correctly. Write their own diamond poem in French</p> <p>Lesson 13 Baby Elephant story. Verb être Learn more parts of the verb 'être' including in the negative form. Enjoy a simple story.</p>	<p>Lesson 16 Schools subjects and French schools Learn words for school subjects. Learn how to pronounce words starting with 'h'. Learn about French primary school timetables.</p> <p>Lesson 17 Schools subjects, preferences Describe preferences of school subjects and reasons why. Learn about a real primary school in France.</p> <p>Lesson 18 Tortoise birthday story, verb 'aller' Listen to and memorise a</p>	<p>Lesson 22 Possessive adjectives Revise possessive adjectives and learn some new possessive adjectives. Give a presentation about your school.</p> <p>Lesson 23 Prepositions Revise words for items in the classroom. Learn words for prepositions to be able to where something is located.</p> <p>Lesson 25 Pronunciation</p>

		<p>Revise clothes and 'je porte' in the context of sports clothing.</p> <p>Learn the word 'pour' and use it in context.</p> <p>Lesson 4 Revise 'avoir' Revise <i>j'ai</i> and learn <i>tu as, il a, elle a</i> and <i>nous avons</i> (parts of <i>avoir</i>).</p> <p>Revise how to pronounce the 'a' phoneme correctly</p>	<p>weather. Be able to give a simple weather forecast.</p> <p>Lesson 8 Describing the weather Learn how to describe the weather. Be able to give a simple weather forecast.</p> <p>Lesson 9 Hobbies Learn words for hobbies. Revise weather vocabulary. Pronounce the phoneme 'qu' accurately.</p> <p>Lesson 10 Revise hobbies, pets Revise words for hobbies. Revise words for animals and learn four new words for pets. Understand and describe what pets</p>	<p>Develop dictionary skills when looking up verbs.</p> <p>Lesson 14 Numbers 1-31, sums Months and dates revision Revise numbers 1-31 and terms for sums. Practise sums in French. Revise months and say and understand dates.</p>	<p>story. Learn the different parts of the irregular verb 'aller'.</p> <p>Lesson 19 Revise 'aller' Transport Make sentences using single word cards. Make texts using phrase cards. Revise the different parts of the irregular verb 'aller'. Use a dictionary to find out the meaning of some words for transport in French.</p> <p>Lesson 21 Classroom items Learn words for items in a classroom. Prepare a presentation about your school.</p>	<p>Know which letters are silent at the end of words. Understand the liaison rule where letters, which are usually silent, are pronounced before a vowel.</p> <p>Lesson 26 Revision of 'aller' . Simple future Revise parts of the irregular verb <i>aller</i>. Learn how to form the simple future tense.</p>
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			people have using 'avoir'.			
PE Links:						
RE Links:	<p>Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist,</p> <p>Pupils: <input type="checkbox"/> respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) <input type="checkbox"/> linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) <input type="checkbox"/> linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3)</p>	<p>Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield.</p> <p>Pupils: <input type="checkbox"/> investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2) <input type="checkbox"/> linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) <input type="checkbox"/> list and describe similarities and differences between the ways different communities show that they belong (C1) <input type="checkbox"/> linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) <input type="checkbox"/> discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)</p>	<p>Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Jewish, Christian, Muslim.</p> <p>Pupils: <input type="checkbox"/> discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1) <input type="checkbox"/> apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3) <input type="checkbox"/> write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3)</p>			
RSHE PSHE Links:						
Values: Subject linked where possible Mutual respect Identify and combat discrimination						

Tolerance of faith and cultures Personal responsibility Democracy Rule of Law						
MUSIC Links:						
HALF TERM DRIVERS						
Experiential						