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| **Childwall CE Primary School**  **Curriculum Long Term Plan 2021-22** | | | | | | |
| **Year 5** | | | | | | |
| **Subjects** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Christian Value** | Community | Hope | Wisdom | Joy | Peace | Dignity |
| **English** | Stories from Other Cultures – Kenzuke’s Kingdom  (Geography link)  Plan and write own imaginative story  Edit and improve stories, including grammar and punctuation  Write a persuasive argument  Write an informal letter  Write character descriptions  Identify the features of a non-chronological report  Write a non-chronological report  Write a formal letter  Write a book review | Myths and Legends  Read a variety of myths and legends  Know the difference between a myth and a legend  Know the key features of myths and legends  Plan and write a myth  Evaluate and improve own writing  Poetry with figurative language  Read, discuss and evaluate a variety of poems containing figurative language  Identify examples of figurative language within poetry  Create pieces of descriptive writing containing a variety of examples of figurative language  Write poems containing a variety of examples of figurative language | Novel Study - The Firework Maker’s Daughter  Character studies  Create arguments for and against choices  Discuss and identify the various themes and give examples  Write instructions to create the most spectacular firework display  Plan and write own fantasy story  Edit and improve writing | Poems with a structure -various types  Novel Study- The Railway Children.  Read a variety of poems with different structures and know their features  Draft and write own poems with a structure  Discuss and express opinions about plot and character  Write character descriptions  Some reading comprehension work will be linked to ‘The Railway Children’ novel study. | Persuasion – Radio or TV broadcasts, Adverts  and Playscripts  Read and express opinions about a variety of persuasive texts  Know the features of a variety of persuasive texts (including adverts)  Create persuasive phrases for impact and effect  Create adverts, scripts for radio/TV broadcasts  Read a variety of playscripts  Know the features and structure of a play script  Write a playscript Act out a playscript (with a group)  Evaluate performances of playscripts | Explanation Texts  Classic Narrative Poetry  Read a variety of explanation texts  Know the features of an explanation text  Write an explanation text  Read and discuss a classic narrative poem  Complete written work relating to the themes within the narrative poem |
| **Maths** | **Number**  **place value, addition and subtraction.**  Read, write, order and  compare numbers to at  least 1 000 000.  Count forwards or  backwards in steps of  powers of 10 for any  given number up to  1 000 000.  Interpret negative  numbers in context.  Round any number up to  1 000 000 to the nearest 10, 100, 1000. 10000, 100 000.  Read Roman numerals  to 1000 (M) and  recognise years written  in Roman numerals.  Add and subtract whole  numbers with more  than 4 digits.  Solve number problems  and practical problems.  Solve addition and  subtraction multi-step  problems in contexts. | **Number**  **- multiplication and division**  **- fractions (including decimals and percentages).**  Identify multiples and  Factors.  Know and use the  vocabulary of prime  numbers, prime factors  and composite  (non-prime) numbers.  Multiply numbers up to  4 digits by a one- or  two-digit number using  a formal written.  Multiply and divide  numbers mentally.  Divide numbers up to 4  digits by a one-digit  number using the  formal written method.  Multiply and divide  whole numbers and  those involving decimals.  Recognise and use  square numbers and  cube numbers.  Compare and order  Fractions. Identify, name and write  equivalent fractions of  a given fraction. | **Measurement**  Convert between  different units of metric measure  Understand and use  approximate  equivalences between  metric units and  common imperial units  such as inches, pounds  and pints  Measure and calculate  the perimeter of  composite rectilinear  shapes in centimetres  and metres  Calculate and compare  the area of rectangles  (including squares)  Estimate Volume | **Geometry - properties of shapes**  **- position and direction**  Identify 3-D shapes,  including cubes and  other cuboids, from 2-D representations  Know angles are  measured in degrees:  estimate and compare  acute, obtuse and reflex  angles  Draw given angles, and  measure them in  degrees (°)  Identify: -angles at a point and one  whole turn (total 360°)  angles at a point on a  straight line and a turn  (total 180°)  Use the properties of  rectangles to deduce  related facts and find  missing lengths and  angles  Distinguish between  regular and irregular  polygons based on  reasoning about equal  sides and angles  Identify, describe and  represent the position  of a shape following a  reflection or translation | **Statistics**  Solve comparison, sum and difference problems  using information  presented in a line  graph  Complete, read and  interpret information  in tables, including  timetables. | This term will be used to assess the children’s understanding of year 5 objectives and consolidate understanding of all previous learning during year 5. |
| **Religious Studies** | Unit 5. 1- How and why do Christians read the Bible  This unit focuses on deepening children’s understanding of the importance and impact of the contents of the Bible.  What names are given to the Bible? What does the Bible say about itself?  Why do Christians read the Bible? Do you have to read the Bible to be a Christian?- Children will have a visitor from the local church.  The Bible is HOLY and this is shown in ancient scriptures-studying Eadfrith, Bishop of Lindisfarne between 698CE and 721CE  What would the Bible say about current news items? (IMPACT)  Links to other faiths:  what is special about the Koran and how is it holy to Muslims?  what is special about the Torah and how is it holy to Jews?  What are some of the holy (sacred) teachings of Hinduism? | Unit 5.2 – Christmas: The Gospels of Matthew and Luke  The aim of this unit is to give children a Biblical perspective on the nativity story and to challenge their ideas and deepen their understanding of the true meaning of Christmas.  Where in the Bible is the Christmas story?  How are the stories in Matthew and Luke different?  How do our celebrations reflect the true meaning of Christmas?  Where do the ideas of including a donkey and a stable in the story come from?  Is there a link between modern day homelessness and the Christmas story? | Unit 5.3 – Jesus the Teacher  What are the most important lessons we have learnt in life so far? What is a parable and how many do we know already?  What does Jesus want us (Christians) to learn from particular parables?  What does Jesus want us (Christians) to learn from parables about the Kingdom of God?  What are the Beatitudes and how do they show Christians how to live?  How do our school Christian Values and British Values connect with how we are in school? | Unit 5.4 – Why do Christians believe that Easter is a celebration of victory?  What does VICTORY (to be VICTORIOUS) mean?  In what ways is Christ’s death believed (by Christians) to be a victory?  How do hymns and art work represent Easter?  How does the story of “The Lion, The Witch and the Wardrobe” show Christian Easter beliefs of death, resurrection, good over evil.  How is Easter significant to Christians we know?  Reflect on the significance of the Easter story for Christians. | Unit 5.5 – Exploring the lives of significant women in the Old Testament  How was Jochebed – the mother of Moses – significant in God’s Big Plan?  Some people take great risks to save the lives of others-the story of Rahab  Consider the story of Deborah and decide what are the qualities of a good leader  How Miriam (and Christians today) express their thanks to God in song and dance.  Links to other faiths:  Understand the significance of the story of Esther  How the festival of Purim links to the story of Esther and why Jews celebrate it today. | Unit 6.5 – Ascension and Pentecost  What were the key events at Ascension? How do artists represent these events?  Recap and recall the events of Pentecost  What symbolism is associated with Pentecost?  How does Christian belief about the Holy Spirit impact on important Christian services today?  How do Christians today see the work of the Holy Spirit in their lives? |
| **Science** | Earth and Space  To describe the Sun, Earth and the Moon as approximately spherical bodies and explain how we know this.  To name, describe and order the planets in our solar system.  To describe the movement of the Earth, and other planets, relative to the Sun in the solar system through the geocentric and heliocentric theories.  To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  To describe the movement of the Moon, relative to the Earth by explaining how the Moon orbits the Earth. | Forces  To understand what forces are and name examples. To identify the forces and the direction that the force is being applied.  To understand the force of gravity and how it can be affected by air resistance.  To understand which forces make paper aeroplanes fly and carry out an investigation to discover the best paper aeroplane design for long flight.  To learn about the effects of friction.  To explore the effects of water resistance.  To explore and design mechanisms. | Plants and Lifecycles  To describe the life process of reproduction in plants.  To describe the life cycle of a mammal.  To describe the life cycle of an amphibian.  To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds. | Materials  To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties.  To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators.  To compare and group together everyday materials on the basis of their thermal conductivity by investigating thermal conductors and insulators. | Materials  To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  by investigating the best electrical conductors. To compare and group together everyday materials on the basis of their electrical conductivity by investigating the best  electrical conductors  To know that some materials will dissolve in liquid to form a solution by investigating dissolving. To compare and group together everyday materials on the basis of their solubility by investigating dissolving.  To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating  different mixtures. To demonstrate that dissolving, mixing and changes of state are reversible changes by separating different mixtures. To describe how to recover a substance from a solution by separating different mixtures.  To 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 by identifying and observing irreversible chemical changes. | Animals including Humans  Describe the changes as humans develop to old age.  Describe the changes as humans develop to old age in the context of the development of babies in their first year.  Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls.  Describe the changes as humans develop to old age by understanding the changes that take place in old age.  To understand the gestation periods of animals.  To compare the gestation periods and life expectancy of animals. |
| **Geography** | European Country – The Alps  Use photographic evidence to record geographical observations  Understand and use a widening range of geographical terms (eg; alpine, climate..)  Understand how fold mountain ranges are formed  Know how alpine homes are adapted to their environment  Know about the various alpine industries and the advantages and disadvantages of tourism to the area  Know how avalanches and glaciers are formed/triggered  Know and describe where a variety of places are in relation to physical and human features  Understand why people seek to manage and sustain their environment |  | How is our country changing?  Also- changes to the local area study  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), as well as how  these aspects have changed over time.  Understand geographical similarities and differences  through the study of human and physical geography  of a region of the United Kingdom  Use mapping to locate countries and describe features  Use four and six-figure  grid references, symbols and key (including the use of  OS maps) to build their knowledge of the United  Kingdom and the wider world  Use fieldwork to observe, measure, record and present  the human and physical features in the local area |  | Climate Change  Investigate the differences between weather and climate  Investigate climate change and its impact on seasons  Understand what contributes to climate change and its impact on global warming  Know why we have extreme weather types in particular climates  Understand what a carbon footprint is, its impact on the planet and how we can reduce it  Know how we can reduce our carbon footprint on a wider scale |  |
| **History** |  | Victorians in Liverpool  Children look closer at our local community and the impact of poverty and illness in past eras. They will have an opportunity to discuss their view on the morality of decisions made by those in power and how religion was viewed in History.  Ask perceptive questions, think critically, and weigh up historical evidence  Carry out a local history study  Study an aspect or theme in British history that extends their chronological knowledge beyond 1066.  Give short term cause and consequence of the main events, situations and changes in the period studied.  Identify changes and links within and across the time period studied. |  | Ancient Egypt  Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires.  Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.  Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.   |  | | --- | | Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly. | |  | Communication through time  Carry out a study of history that extends their learning beyond 1066  Gain a coherent knowledge and understanding of Britain’s past  Draws a timeline with different historical periods showing key historical events or lives of significant people.  Compare two or more historical periods; explaining things which changed and things which stayed the same.  Explains how our locality has changed over time.  Tests out a hypothesis in order to answer questions. |
| **Design and Technology** |  | Machines  Children carry out research using surveys, interviews, questionnaires and web-based resources.  Identify the needs, wants, preferences and values of particular individuals and groups.  Develop a simple design criteria/specification to guide their thinking.  Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.  Describe the purpose of their products.  Explain how particular parts of their products work. |  | DT- Cams Mechanical Systems.  To understand what a cam mechanism is and investigate toys with moving cam mechanisms.  Indicate the design features of their products that will appeal to intended users.  To design a cam mechanism moving toy- to be designed in four different stages.  To evaluate a cam mechanism moving toy. |  | DT Week Project  Plus Celebrating culture and seasonality  Children know that seasons may affect the food available.  How food is processed into ingredients that can be eaten or used in cooking.  Children know that recipes can be adapted to change the appearance, taste, texture and aroma.  Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health  How to prepare and cook predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.  How to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |
| **Art and Design** | Formal elements of art: architecture  To draw by interpreting forms from direct observation.  To compose a print from a larger observational drawing. To select a suitable area from my previous house drawing using cropping methods. To evaluate my print composition and create a clear print.   To transform the look of a building in the style of a famous artist. Describe Hundertwasser’s work and recognise it. Reimagine buildings in this style. Add colours and motifs to a design to transform the look of a building.  To design a building in an architectural style. Design a building based on an architectural style. Use a perspective view, a plan view or front elevation to draw my design. Design a building based on a theme or to suit a specified purpose.  To design a monument. Understand the purpose of a monument. To know what a legacy is. Design a monument to symbolise a person or event.  To assess the pupil’s knowledge of the formal methods of art. | Art and design skills  To develop observational drawing.  To design a new invention.  To create a continuous line drawing.  To create a collage and draw this from observation.  To successfully upscale a drawing and paint accurately.  To use imagination and visualisation to create an original piece of artwork. | Every picture tells a story  To evaluate and analyse creative work using the language of art, craft and design. To understand that art can have both meaning and message.  To create a symmetrical, abstract art form.  To use symbols to create a meaningful message.  To analyse and evaluate creative works using the language of art, craft and design. To demonstrate the meaning of a piece of artwork through drama.  To develop ideas for 3D work through sketching, drawing and visualisation in 2D.  To assess the pupil’s knowledge of this unit of work. | Design for a purpose  To understand how visual language can be used to communicate personality and interests.  To work collaboratively to a specific design brief.  To continue to work to a design brief.  To design a product which is appealing and purposeful.  To present a product pitch.  To assess the pupil’s knowledge of this unit of work. | Teachers own choice- to be decided closer to the time. | Teachers own choice- to be decided closer to the time. |
| **Wellbeing**  **PSHE/SMSC** | ROAR Programme/Mental Health/V4S/Internet Safety/Black History Month | V4S/Firework Safety/Internet Safety/Anti-bullying week/Drug and Alcohol Education | Safer Internet Day/V4S/ROAR/ | V4S/Internet Safety/ROAR/  Fairtrade and Global Goals | V4S/Internet Safety/ROAR/  Mental Health Awareness Week/Money Sense Week | SRE  Refugee Week/V4S |
| **Computing** | Unit 5.2 – Online safety  Unit 5.1 – Coding  Gain a greater understanding of the impact that sharing digital content can have. Review sources of support when using technology. To review children’s responsibility to one another in their online behaviour.  Review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program.  Design and write a program that simulates a physical system.  Review the use of number variables in 2Code. To explore text variables.  Create a playable, competitive game. | Online safety.  Unit 5.5 – Game Creator  To Introduce the 2DIY 3D tool. To begin planning a game. Review and analyse a computer game. Describe some of the elements that make a successful game. Begin the process of designing their own game  To design the game environment. Design the setting for their game so that it fits with the selected theme.  To design the game quest to make it a playable game. Design characters for their game.  To finish and share the game. Make their game more unique by selecting the appropriate options to maximise playability.  To self- and peer-evaluate. Evaluate their own and peers’ games to help improve their design for the future. | Online safety.  Unit 5.6 – 3D Modelling  To be introduced to the 2Design and Make tool. Know what the 2Design and Make tool is for.  To explore the effect of moving points when designing. Adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.  To design a 3D model to fit certain criteria. Explore how to edit the polygon 3D models to design a 3D model for a purpose.  To refine and print a model. Refine one of their designs to prepare it for printing. Print their design as a 2D net and then created a 3D model. Explore the possibilities of 3D printing. | Online safety.  Unit 5.4 – Databases  To learn how to search for information in a database. Understand the different ways to search a database. Search a database to answer questions correctly.  To contribute to a class database. Design an avatar for a class database. Successfully enter information into a class database.  To create a database around a chosen topic. Create their own database on a chosen topic. Add records to their database. K now what a database field is and can correctly add field information. Understand how to word questions so that they can be effectively answered using a search of their database. | Online safety.  2Cal  Understand the concepts of ‘identity’ and ‘freedom of expression’ when they are online. They will identify aspects of their own online identities, explore the boundaries of freedom of expression online and understand the importance of respect and reputation when navigating the digital world.  Explain what is meant by the term ‘identity.’  Describe aspects of their own online identity.  Explore what it means to express their identity freely online.  Describe issues online that might make themselves or other feel sad, worried or uncomfortable and understand how to seek help. | Online safety.  Unit 5.7 – Concept Maps  To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a ‘concept map’. Make connections between thoughts and ideas. See the importance of recording concept maps visually.  To understand and use the correct vocabulary when creating a concept map. To create a concept map. Understand what is meant by ‘concept maps’, ‘ stage’, ‘nodes’ and ‘connections’. Create a basic concept map.  To understand how a concept map can be used to retell stories and information. Use 2Connect Story Mode to create an informative text. A dd their own additional information to their informative text.  To create a collaborative concept map and present this to an audience. U se 2Connect collaboratively to create a concept map. U se the Presentation Mode to present their concept maps to an audience. |
| Music | How does music bring us together?  **Getting started with music tech**   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition | How does music connect us with our past?  **Emotions and music styles**  Christmas   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition | How does music make the world a better place?   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition | How does music teach us about our community?   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition | How does music shape our way of life?   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition | How does music connect us with our environment?   * Singing * Improvisation * Performance * Theory and musicianship   Rhythm, metre, tempo  Pitch and melody  Structure and form  Harmony  Texture  Dynamics and articulation  Instruments and playing techniques  Understanding notation   * Instrumental performance * Composition |
| **PE** | Dodgeball  To recap on the rules of dodgeball and apply them to a game.  To develop throwing at a moving target.  To use jumps, dodges and ducks to avoid being hit  To develop catching to get an opponent out.  To select and apply tactics in the game.  To develop officiating skills and referee a dodgeball game. | Lacrosse  Basketball/Netball  Basketball-  To develop protective dribbling against an opponent.  To be able to move into a space to support a teammate.  To be able to choose when to pass and when to dribble.  To be able to track an opponent and use defensive techniques to win the ball.  To be able to perform a set shot and a jump shot.  To be able to apply the rules and tactics you have learnt to play in a basketball tournament. | Dance  Hockey  Hockey-  To develop dribbling to beat a defender.  To develop sending the ball using a push pass.  To develop receiving the ball with control.  To be able to move into space to support a teammate.  To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.  To apply the rules and skills you have learnt to play in a hockey tournament. | Gymnastics  Football/Tag Rugby  Football-  To be able to dribble the ball under pressure.  To pass the ball accurately to a target to help to maintain possession.  To use different turns to keep the ball away from defenders.  To develop defending skills to gain possession.  To develop goalkeeping skills to stop the opposition from scoring.  To be able to apply the rules and tactics you have learnt to play in a football tournament. | Athletics  Cricket  Cricket-  To develop throwing accuracy and catching skills.  To develop batting accuracy and directional batting.  To develop catching skills (close/deep catching and wicket keeping).  To develop overarm bowling technique and accuracy.  To develop a variety of fielding techniques and to use them within a game.  To develop long and short barriers and apply them to a game situation. | Circuit Training  Tennis  Circuit training-  To develop an awareness of what your body is capable of.  To develop speed and stamina.  To develop strength using my own body weight.  To develop co-ordination through skipping.  To perform actions that develop agility.  To develop control whilst balancing. |
| **MFL** | Self, Family and Friends  Listen and show understanding of more complex familiar sentences.  Follow the text of rhymes and songs identifying the meaning of words and phrases  Use familiar vocabulary to say more complex sentences using a language scaffold  Ask and answer more complex familiar questions with a scaffold of responses  Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language  Write familiar, taught sentences from memory with understandable accuracy  Start to predict the pronunciation of unfamiliar words in a sentence  Read and show understanding of longer sentences using familiar language  Know the agreement of adjectives and nouns (including agreement with masculine and feminine singular) and attempt to demonstrate use | School Life  Listen and show understanding of more complex familiar sentences.  Use familiar vocabulary to say more complex sentences using a language scaffold  Ask and answer more complex familiar questions with a scaffold of responses  Write familiar, taught sentences from memory with understandable accuracy  Start to predict the pronunciation of unfamiliar words in a sentence  Read and show understanding of longer sentences using familiar language  Know the agreement of adjectives and nouns (including agreement with masculine and feminine singular) and attempt to demonstrate use | School Life  Listen and show understanding of more complex familiar sentences.  Use familiar vocabulary to say more complex sentences using a language scaffold  Ask and answer more complex familiar questions with a scaffold of responses  Write familiar, taught sentences from memory with understandable accuracy  Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning of individual words in the target language and in English  Be aware of the position of adjectives in relation to nouns  Use prepositions of place and sequencers | Animals and Home  Listen and show understanding of more complex familiar sentences.  Follow the text of rhymes and songs identifying the meaning of words and phrases  Ask and answer more complex familiar questions with a scaffold of responses  Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language  Write longer sentences to describe people, places and things using a language scaffold/model  Start to predict the pronunciation of unfamiliar words in a sentence  Read and show understanding of longer sentences using familiar language  Be aware of the position of adjectives in relation to nouns | Leisure  Listen and show understanding of more complex familiar sentences.  Ask and answer more complex familiar questions with a scaffold of responses  Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language  Write longer sentences to describe people, places and things using a language scaffold/model  Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning of individual words in the target language and in English  Name the words for the definite article and use correctly | Summer  Listen and show understanding of more complex familiar sentences.  Follow the text of rhymes and songs identifying the meaning of words and phrases  Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language  Write longer sentences to describe people, places and things using a language scaffold/model  Read and show understanding of longer sentences using familiar language |
| **Themed Days and Weeks** | Black History Week | Remembrance  Anti-Bullying Week  Safer Internet Day | Internet Safety Week  Story telling week | World Book Day  Comic Relief Day | St. George’s Day,  Mental Health Awareness Week  Sports Day | DT Week  Refugee Week  Curriculum enrichment week  Money sense |