



	Autumn	Spring	Summer
Enrichment	<p>SMSC Focus: REMEMBRANCE</p> <p><u>Educational Visits</u> Lambourne End – orienteering/ science Local Area Walk – Mapping Skills</p> <p><u>Texts</u> Author – Ted Hughes Book studies - The Iron Man, Fangs the vampire bat and the kiss of truth Poetry – The school bag Stories for story time – Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> Create an Anglo-Saxon Helmet</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> Heritage Week & Choral Speaking Week (WB 26th September 2016) Science Week (WB 17 October 2016) Work Week (WB 14 November 2016) Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016) <p><u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Christmas Lunch – December 2016</p> <p><u>Assessments</u> Baseline Assessments: WB 12th September 2016 Autumn Assessments: WB 28th November 2016</p>	<p>SMSC Focus: IDENTITY</p> <p><u>Educational Visits</u> Science Museum Shrek’s Adventure</p> <p><u>Texts</u> Author – Phillip Reeve Book studies – Goblins, Stories for story time – Oliver and the Seawigs + Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> 3D Model of a mountain or volcano</p> <p><u>Assembly</u> Curriculum – The Vikings – 29th March 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Balanced Argument Week (WB 16th January 2017) Maths Week (WB 6th March 2017) Debate Week (WB 27th February 2017) Art and D&T Week (WB 27th March 2017) <p><u>Focus Dates:</u> Vikings workshop – 24th February 2017 World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p> <p><u>Assessments</u> Spring Assessments: WB 13th March 2017</p>	<p>SMSC Focus: GLOBAL CITIZENSHIP</p> <p><u>Educational Visits</u> British Museum – Ancient Egypt Place of Worship (Hindu Temple)</p> <p><u>Texts</u> Classics Alice’s Adventures in Wonderland (Lewis Carroll) The Three Musketeers (Alexandre Dumas) Stories for story time – Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> 3D Model of a country in Europe</p> <p><u>Assembly</u> Eid-ul-Fitr – 28th June 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Year 6 SATs Week (WB 8th May 2017) KS1 SATs (WB 22nd May 2017) Refugee Week (19th June 2017) Sports/Health Week (3rd July 2017) <p><u>Focus Dates:</u> Sports Day – 7th July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><u>Assessments</u> Summer Assessments: WB 12th June 2017</p>

<p>Maths</p>	<p>AUTUMN 1 Assess prior knowledge before starting unit to establish starting point. Unit 1 Whole numbers</p> <p>Unit 2 Whole numbers</p> <p>Review 1</p> <p>Assessment test 1</p> <p>Unit 3 Whole numbers</p> <p>NC Activity 4.2: Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>NC Activity 4.3: Using place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p>	<p>AUTUMN 2 Assess prior knowledge before starting unit to establish starting point. Unit 4 Tables and line graphs</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 5 Fractions</p> <p>Review 2</p> <p>Assessment test 2</p>	<p>SPRING 1 Assess prior knowledge before starting unit to establish starting point. Unit 6 Angles</p> <p>NC Activity 4.12: Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Review 3</p> <p>Assessment test 3</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 7 Perpendicular and parallel lines</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 8 Squares and rectangles</p> <p>Review 4</p> <p>Assessment test 4</p>	<p>SPRING 2 Assess prior knowledge before starting unit to establish starting point. Unit 9 Decimals</p> <p>NC Activity 4.6: Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 10 Decimals</p> <p>Review 5</p> <p>NC Activity 4.2: Recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>SUMMER 1 Assess prior knowledge before starting unit to establish starting point. Unit 11 Time</p> <p>NC Activity 4.7: Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>NC Activity 4.11: Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Assessment test 5</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 12 Area and perimeter</p> <p>NC Activity 4.8: Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Review 6</p>	<p>SUMMER 2 Assess prior knowledge before starting unit to establish starting point. Unit 13 Symmetry</p> <p>NC Activity 4.13: Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 14 Tessellation</p> <p>NC Activity 4.15: Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Review 7</p> <p>Assessment test 6</p> <p>NC Activity 4.2: Recall multiplication and division facts for multiplication tables up to 12×12</p>
<p>Literacy</p>	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous) <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books • Maintain positive attitudes to reading and understanding of what they read by reading for a range of purposes • Use dictionaries to check the meaning of words that they have read • Read a wide range of books including fairy stories, myths and legends and retell some of these orally • Discuss words and phrases that capture the readers 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous) <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarising these. • Identify how language, structure, and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous) <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction over a wide range of subjects • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text • Predict what might happen from the details stated and 			

	<p>interest and imagination</p> <ul style="list-style-type: none"> • Recognise some different forms of poetry eg free verse, narrative poetry <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- • Understand and add suffixes –ation and –ous • Add endings which sound like shu selt –tion, -sion, -ssion, -cian • Spell words ending with the g sound spelt ‘gue’ and the ‘k’ sound spelt –que e.g. rogue, unique • Spell more complex words that are often misspelt. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>Writing (Composition)</p> <ul style="list-style-type: none"> • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary. • Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements and • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use fronted adverbials. • Understand the grammatical difference between plural and possessive –s, • Use standard English forms for verb inflections instead of local spoken forms (we were/we was, I did/I done) • Use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun within or across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text with increasing complexity <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • Spell words with the ‘s’ sound spelt ‘sc’ e.g. science • Place the possessive apostrophe accurately within words with regular plurals e’g’ girls’ and in words with irregular plurals e.g. children’s • Use the first two or three letters of a word to check its spelling in a dictionary. • Increase the legibility, consistency and quality of his/her handwriting by ensuring that the down strokes of the letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch <p>Writing (Composition)</p> <ul style="list-style-type: none"> • Plan their writing by discussing and recording ideas. • Draft and write by organising paragraphs around a theme. • Evaluate and edit by proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with singular and plural nouns. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 	<p>implied</p> <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Increase the legibility, consistency and quality of his/her handwriting by ensuring that the down strokes of the letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch <p>Writing (Composition)</p> <ul style="list-style-type: none"> • Plan their writing by discussing and recording ideas. • Draft and write by, in narratives, creating settings, characters and plot with consideration for the audience and purpose • Draft and write non-narrative material, using simple organisational devices such as headings and sub-headings. • Evaluate and edit by reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. • Use and understand the grammatical terminology (pronoun, determiner, possessive pronoun, adverbial)
--	--	--	--

<p>Science</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • 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 the local and wider environment • Recognise that environments can change and this can sometimes pose dangers to living things <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • using and making simple guides or keys to explore and identify local plants and animals; • making a guide to local living things; • raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. <p>States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heat or cooled, and measure or research the temperature at which this happens in degrees Celsius • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • grouping and classifying a variety of different materials; • exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). • Researching the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. • Observing and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting. 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains identifying producers, predators and prey <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<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 <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, • that some materials can and some cannot be used to connect across a gap in a circuit. <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 • Recognise that sounds get fainter as the distance from the sound source increases • 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 <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. • They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. • They could make and play their own instruments by using what they have found out about pitch and volume.
<p>Geography</p>	<p>AUTUMN 1 Local area – a framed enquiry with mapping skills & compare with another UK Region</p> <ul style="list-style-type: none"> • Explore features on OS maps using 6 figure grid references • Describe human features of UK regions and cities • Plan the steps of an enquiry • Measure straight line distances using the right scale • Draw accurate maps with more complex keys and/or demonstrate patterns 	<p>SPRING 1 Mountains, Volcanoes, Avalanches and landslides</p> <ul style="list-style-type: none"> • Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment • Explain how the locality is set within a wider geographical context Explain about key natural resources e.g. water in the locality • Understand why there are similarities and differences between places • Recognise that people have differing quality of life living in different locations and environments <p>GREEN SCREEN PROJECT – NEWS REPORT LINKED TO NATURAL DISASTER.</p>	<p>SUMMER 2 Contrasting Locality - Catalonia -Carnival Country – Spain</p> <ul style="list-style-type: none"> • Recognise the different shapes of continents • Explore weather patterns around parts of the world • Show where countries are within Europe, including Russia • Plan the steps of an enquiry • Show I know about the wider context of places – region, country • Understand why there are similarities and differences between places • Recognise that people have differing quality of life living in different locations and environments

History	AUTUMN 2 Anglo Saxons <ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past • Use historic terms related to the period of study • Understand that sources can contradict each other • Use a variety of resources to find out about aspects of life in the past (historical enquiry) 	SPRING 2 Viking & Saxons struggle for England <ul style="list-style-type: none"> • Place some historical periods in a chronological framework • Use sources of information in ways that go beyond simple observations to answer questions about the past • Explain what I have learned in an organised and structured way, using appropriate terminology • Use historic terms related to the period of study <p>History off the page workshop – Life in Viking Britain Day (24th February)</p>	SUMMER 1 Ancient Egypt <ul style="list-style-type: none"> • Place some historical periods in a chronological framework • Explain what I have learned in an organised and structured way, using appropriate terminology • Use historic terms related to the period of study • Use a variety of resources to find out about aspects of life in the past (historical enquiry) • Use sources of information in ways that go beyond simple observations to answer questions about the past
ART	Surrealism - Drawing in the style of Salvador Dali <ul style="list-style-type: none"> • Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay) • Learn about the greatest artists, architects and designers in history(Salvador Dali) 	Using Art to Tell Stories - Textiles <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas • Learn about the greatest artists, architects and designers in history(Bayeux Tapestry) 	Hieroglyphics - Printing on different surfaces (papyrus, clay) <ul style="list-style-type: none"> • Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay) • Learn about the greatest artists, architects and designers in history(Alison Deegan)
D&T	Anglo Saxon Helmet <ul style="list-style-type: none"> • Use safely and increasingly effectively wider range of tools and materials with increasing skill to make products that are fit for purpose • Understand key events and turning points in design and how they have shaped the world we live in 	Design a bridge that withstands natural disasters (e.g. flooding, hurricane, earthquakes) <ul style="list-style-type: none"> • Plan designs using spider diagrams, sketches and communication presenting their ideas • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Investigate and test a range of products 	Jack in the box – related to Carnival <ul style="list-style-type: none"> • Plan designs using spider diagrams and sketches • Understand and use mechanical systems (cams) in their products • Select the correct tool and have access to a wider range of tools
Computing	Online-Safety (Me online) <ul style="list-style-type: none"> • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - Two lessons per term. We Are HTML Editors (Unit 4.4) <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. 	Online-Safety (Me online) <ul style="list-style-type: none"> • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - Two lessons per term. Scratch We Are Software Developers (Unit 4.1) <ul style="list-style-type: none"> • Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. We Are Toy Designers (Unit 4.2) <ul style="list-style-type: none"> • Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. 	Online-Safety (Me online) <ul style="list-style-type: none"> • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - Two lessons per term. We Are Co-Authors (Unit 4.5) <ul style="list-style-type: none"> • Use different features of a PB Works. We Are Meteorologists (Unit 4.6) <ul style="list-style-type: none"> • Use different features of a Word Processor.
PE	Football <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Use running and jumping in isolation and in combination Tennis <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Swimming – 1 class (4S) <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. 	Handball <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Use catching and throwing in isolation and in combination. Athletics <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance, through athletics. Swimming – 1 class per half term <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. 	Cricket <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, apply basic principles suitable for attacking/ defending • Use running, jumping, catching and throwing in isolation and in combination. Swimming – 1 class (4G) <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively such as front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations.

	<ul style="list-style-type: none"> Use a range of strokes effectively such as front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> Use a range of strokes effectively such as front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations. 	Dance <ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones to achieve their personal best.
Music	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression. Use and understand the basics of staff and other musical notations. 	<ul style="list-style-type: none"> Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Develop an understanding of the history of music.
RE	Neighbourhood <ul style="list-style-type: none"> Know what religions are represented in our community What makes me the person I am <ul style="list-style-type: none"> Understand what is special to me and the people in my community 	Why is the bible special? <ul style="list-style-type: none"> Find out facts concerning the bible and why it is considered holy to many people Easter <ul style="list-style-type: none"> Understand why Easter is important to Christians 	Hindu worship <ul style="list-style-type: none"> Understand how and why Hindus worship Marriage <ul style="list-style-type: none"> Understand what happens when someone gets married
PSHE P4C	Living in the wider world <ul style="list-style-type: none"> Rights and responsibility Week Work week Heritage week Living in the Wider World – objectives and outcomes <ul style="list-style-type: none"> Explore the meaning of concepts Identify concepts within statements 	Health and well being <ul style="list-style-type: none"> Drugs and alcohol lessons Healthy living Emotions, Loss, Risk <ul style="list-style-type: none"> Identify different question categories Compare different viewpoints Confidentiality/Secrets, Worry and Challenge – as part of Debate Week <ul style="list-style-type: none"> Identify how and why opinions can change Open to the challenge of others 	Relationships SRE lessons <ul style="list-style-type: none"> Identify how and why opinions can change Open to the challenge of others
MFL: Spanish	Sports and hobbies, Describe what I am doing. Describe people and what people are doing <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. I can/can't, I do/don't like, Christmas Carol <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions 	The Face, Describe Yourself, Clothes, Animals <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing Speak in sentences, using familiar vocabulary, phrases and basic language structures Numbers to 30 -50, Fruit &Vegetables, Role play at the fruit market <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation 	Food & Drinks, Role play at the restaurant <ul style="list-style-type: none"> Appreciate stories, songs and poems in the language Describe people orally and in writing Understand basic grammar appropriate to the language such as masculine/feminine forms Identify key features/patterns of the language Toys, Prices, Euros, Role play at the toy shop <ul style="list-style-type: none"> Appreciate stories, songs and poems in the language Describe people orally and in writing Understand basic grammar appropriate to the language such as masculine/feminine forms Identify key features/patterns of the language