



	Autumn	Spring	Summer
Enrichment	<p>SMSC Focus: REMEMBRANCE</p> <p><u>Educational Visits</u> Tate Modern/ Tate Britain Geoffrey Museum/ Museum of London - History Natural History Museum – Evolution (Science)</p> <p><u>Texts</u> Huckleberry Finn (Mark Twain) Poetry Classic poetry – Shakespeare, Edward Lear, Edgar Allan Poe</p> <p><u>Homework Project</u> E-Safety Booklet</p> <p><u>Assemblies</u> Curriculum – World War 2 – 19th October 2016 Diwali – 9th November</p> <p><u>Residential</u> Aberdovey (Wales) – 3rd October till 7th October 2016</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 World War 2 Workshop – 14th September 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> Aladdin (Theatre Visit) Science Museum</p> <p><u>Text</u> Past KS2 reading papers (variety of genres)</p> <p><u>Homework Project</u> Create the 1948 Olympic Stadium (The Empire Stadium/ Wembley Stadium)</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Balanced Argument Week (WB 16th January 2017) Debate Week (WB 30th January 2017) Maths Week (WB 6th March 2017) Art and D&T Week (WB 27th March 2017) <p><u>Focus Dates:</u> World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p> <p><u>Assessments</u> Spring Assessments:</p>	<p>SMSC Focus: GLOBAL CITIZENSHIP</p> <p><u>Educational Visits</u> Place of Worship (Riverside Church) Chessington Stratford Orbit</p> <p><u>Texts</u> Oliver Twist (Charles Dickens) Macbeth/ Tempest (Shakespeare)</p> <p><u>Homework Project</u> Create transition booklet for new Y6. ‘How to survive Y6 with a smile on your face’.</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>Maths</p>	<p>AUTUMN 1 Whole numbers / Place Value</p> <p>NC Activity 6.1: Use negative numbers in context, and calculate intervals across zero</p> <p>Written methods; Addition and Subtraction</p> <p>Written methods; multiplication and division</p>	<p>AUTUMN 2 Solving word problems (including bar modelling)</p> <p>Unit 1 Algebra</p> <p>NC Activity 6.11: Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 2 Angles in shapes and diagrams</p> <p>NC Activity 6.16: Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Assessment test 1 & 2</p> <p>Unit 3 Nets</p>	<p>SPRING 1 Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 4 Fractions</p> <p>NC Activity 6.6: Compare and order fractions, including fractions > 1</p> <p>NC Activity 6.7: Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>Assessment test 4</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 5 Ratio</p> <p>Assessment test 5</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 6 Percentages</p> <p>Assessment test 6</p>	<p>SPRING 2 Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 7 Speed</p> <p>Revision unit 1</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 8 Circles</p> <p>Revision unit 2</p>	<p>SUMMER 1 Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 9 Pie Charts</p> <p>NC Activity 6.19: Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Review 3</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 10 Area and perimeter</p>	<p>SUMMER 2 Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 11 Volumes of Solids and Liquids</p> <p>Put your thinking caps on! Developing reasoning skills.</p>
<p>Literacy</p>	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of new words linked to the expectations of year 6 spelling <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • add suffixes beginning with vowel letters to words ending in -fer e.g. referring • Prefixes involving the use of a hyphen e.g. co-ordinate 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of new words linked to the expectations of year 6 spelling <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus. 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of new words linked to the expectations of year 6 spelling <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> • learn a wider range of poetry by heart • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Writing (Transcription)</p> <ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to 			

- Spell some words with 'silent' letters, e.g. knight, psalm.
- Continue to distinguish between homophones and other words which are often confused.
- Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for task

**Writing
(Composition)**

- 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;
- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary;
- Plan writing of narratives, through reasoned consideration of how authors have developed characters and settings in what they have read, listened to or seen performed.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- Evaluate and edit by: assessing the effectiveness of their own and others' writing with reasoning
- Ensure the consistent and correct use of tense throughout a piece of writing;
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.

Grammar and Punctuation

- Understand the difference between vocabulary typical of formal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in - enter.
- Understand how words are related by meaning as synonyms and antonyms
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: he's your friend, isn't he? Or the use of subjunctive forms such as 'if I were' or 'were they to come') in some very formal writing and speech
- Use passive voice to affect presentation of information in a sentence
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark vs man-eating shark or recover vs re-cover
- using brackets, dashes or commas to indicate parenthesis;
- use semi-colons, colons or dashes to mark boundaries between independent clauses;
- Colon to introduce a list and use semi colons within lists
- use bullet points to list information

- Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

**Writing
(Composition)**

- Proof-read for spelling errors.
- Proof read for punctuation errors including use of semi colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- Draft and write by using organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub heading, columns, bullet points, or tables)

Grammar and Punctuation

- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym)
- Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast , or as a consequence, and ellipsis
- Use layout devices e.g. headings, sub headings, columns, bullets, or tables to structure text

- be learnt specifically.
- Use dictionaries to check the spelling and meaning of words..
 - Use a thesaurus.
 - Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
 - Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

**Writing
(Composition)**

- Draft and write précis longer passages;
- Propose reasoned changes to grammar, vocabulary and punctuation to clarify meaning;

Grammar and Punctuation

- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym)
 - Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast , or as a consequence, and ellipsis
- Use layout devices e.g. headings, sub headings, columns, bullets, or tables to structure text

<p>Science</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. <p>Animals, including Humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object Identify effect of drag forces, such as air resistance, water resistance and friction, that act between moving surfaces Describe, in terms of drag forces, why moving objects that are not driven tend to slow down Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms Give reasons for classifying plants and animals based on specific characteristics <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> using classification systems and keys to identify some animals and plants in the immediate environment. researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. 	<p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines 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 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 Use idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. investigating the relationship between light sources, objects and shadows by using shadow puppets. extending their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur). <p>Electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp/ volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> systematically identifying the effect of changing one component at a time in a circuit; Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
<p>Geography</p>	<p>AUTUMN 2 Local area – a facilitated enquiry with mapping skills</p> <ul style="list-style-type: none"> 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 Use maps, charts etc. to support decision making about the location of places e.g. new bypass Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>SATS revision</p>	<p>SUMMER 2 Contrasting locality & carnival country Mexico</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.
<p>History</p>	<p>AUTUMN 1 Britain after World War II (1940 – 1950)</p> <ul style="list-style-type: none"> Describe a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across periods Note connections, contrasts and trends over time and 	<p>SATS revision</p>	<p>SUMMER 1 The Maya</p> <ul style="list-style-type: none"> Describe a non-European society that provides contrasts with British history. Describe the achievements of the earliest civilisations and a deeper knowledge of one of them

	<p>show some use of historical terms</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources <p>History off the page workshop – 1940's Day (14th September)</p>		<ul style="list-style-type: none"> Address and devise historically valid questions about change, cause, similarity/ difference and significance Understand how our knowledge of the past is constructed from a range of sources
ART	<p>Pop-Art – Painting/ printing</p> <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 About the greatest artists, architects and designers in history (Andy Warholl, Roy Lichtenstein) 	<p>Mixed media representation of Plants – collage</p> <ul style="list-style-type: none"> Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay) About the greatest artists, architects and designers in history (Van Gogh: Sunflowers) 	<p>Sculptures using a range of materials (London Landmarks)</p> <ul style="list-style-type: none"> Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay) About the greatest artists, architects and designers in history (Elodole).
D&T	<p>Limited food (rationing)</p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using limited amount of food/ ingredients Develop their ideas through discussion and research 	<p>SATS REVISION/ Create the 1948 Olympic Stadium (The Empire Stadium/ Wembley Stadium) – homework project</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>We are electricians (Disco lights – leavers disco)</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products (for example series circuits, incorporating switches, bulbs, buzzers and motors) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Computing	<p>Online-Safety (Me online)</p> <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. <p>Internet Research (Consolidate – Develop) We Are Web Developers (Unit 5.4)</p> <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. 	<p>Online-Safety (Me online)</p> <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. <p>Scratch (Consolidate – Develop) We Are Game Developers (Unit 5.1)</p> <ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <p>We Are Cryptographers (Unit 5.2)</p> <ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 	<p>Online-Safety (Me online)</p> <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. <p>Multi-media(Consolidate – Develop) We Are Artists (Unit 5.3) – Ink space Software</p> <ul style="list-style-type: none"> Research topics and consider the use and over-use of presentation effects like animation. Evaluate the work of others as well as their own work once it has been presented. <p>We Are Architects (Unit 5.6) – Google Sketch (Consolidate – Develop)</p> <ul style="list-style-type: none"> Research topics and consider the use and over-use of presentation effects like animation. Evaluate the work of others as well as their own work once it has been presented.
PE	<p>Basketball</p> <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. <p>Athletics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance, through athletics. <p>Residential – 5 days to Wales (Aberdovey)</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team. <p>GREEN SCREEN PROJECT – INFORMATIVE PROGRAMME ON ABERDOVEY</p>	<p>Handball</p> <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. <p>Badminton</p> <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. 	<p>Rounders</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Use running, catching and throwing in isolation and in combination. <p>Swimming – 2 week intensive</p> <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. <p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance through gymnastics.

			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	Religious Leaders <ul style="list-style-type: none"> • Understand what qualities are important to present day religious leaders Life and Death <ul style="list-style-type: none"> • Understand what different religions believe about life and death 	Similarities and differences between religions <ul style="list-style-type: none"> • Know the similarities and differences do religions and world views share Easter <ul style="list-style-type: none"> • Understand what the sources of the story about what happened on the first Easter Sunday are 	Art in Christianity <ul style="list-style-type: none"> • Understand some of the ways in which music, art and drama are used to express aspects of faith Design a celebration <ul style="list-style-type: none"> • to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so
PSHE P4C	Living in the wider world <ul style="list-style-type: none"> • Rights and responsibility Week • Work week • Heritage week Culture, Ethics, The Media– as part of the weeks above objectives and outcomes <ul style="list-style-type: none"> • Clarify own ideas • Clarify opposition’s viewpoint before questioning 	Health and well being <ul style="list-style-type: none"> • Drugs and alcohol lessons • Healthy living Strength, Pride, Pressure <ul style="list-style-type: none"> • Identify different questions categories • Challenge one’s own ideas and those of others Forever, Stereotypes and Discrimination – as part of Debate week <ul style="list-style-type: none"> • Develop persuasive arguments based on teamwork • Challenge assumptions 	Relationships SRE lessons <ul style="list-style-type: none"> • Identify how and why opinions can change • Open to the challenge of others
MFL: Spanish	Time: a quarter to and a quarter past , Daily Routine <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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; express and respond to opinions; seek help and clarification Our School/ Prepositions/ Pen-pals (letter exchange) <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation 	People: personality, Our World <ul style="list-style-type: none"> • present ideas and information orally • read carefully and show understanding of simple writing Habitats, Semana Santa (Easter cards) <ul style="list-style-type: none"> • appreciate stories, songs and poems in the language • broaden vocabulary and develop ability to understand new words ; use a dictionary 	Animals: qualities, Carnival in Spain (Salsa, history, culture, music) <ul style="list-style-type: none"> • write phrases from memory and adapt to create new sentences; express ideas clearly • describe people, places and things orally and in writing The Planets (Posters) / The News: TV (News report) <ul style="list-style-type: none"> • understand basic grammar appropriate to the language such as masculine/feminine forms, verb conjugation • identify key features/patterns of the language; apply them to build sentences; say how they are different from or similar to English