
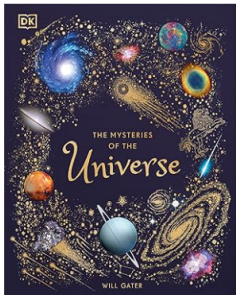



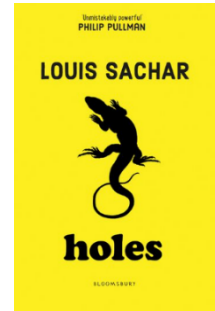


# Year 5 Curriculum Overview 2025-26

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rainforests	Space	'Invaders, raiders and traders' The Anglo-Saxons	'Invaders, raiders and traders' The Vikings	Growing and Changing	Keeping Safe
T e x t s						
E n g l i s h	<p><b>Narrative</b> Can I create a <b>sense of fear and danger</b> within a <b>story opening</b> for <b>The Explorer's audience</b>?</p> <ul style="list-style-type: none"> <li>- short sentences, negative vocabulary, personification, positive language, longer sentences, conjunctions, , commas for clarity.</li> </ul> <p><b>Letter</b> Can I formulate a <b>letter home</b> <b>painting the illusion of all being well</b>?</p> <ul style="list-style-type: none"> <li>- positive language, long sentences, conjunctions, commas for clarity, formal and informal letter structure similarities and differences.</li> </ul> <p><b>Survival Guide</b> Can I write a guide on how to survive in the wilderness?</p> <ul style="list-style-type: none"> <li>-formal voice, technical language, imperative verbs, relative clauses</li> </ul>	<p><b>Narrative</b> Can I <b>create confusion and wonder</b> in <b>narrative description</b> of space to interest <b>Science Fiction enthusiasts</b>?</p> <ul style="list-style-type: none"> <li>- Expanded noun phrases, suspense through word choices, short sentences, slow reveal, figurative language / imagery: similes, metaphors, personification, verb choice for description, creating atmosphere – different senses.</li> </ul> <p><b>Documentary</b> <b>'Battle of the planets'</b> Can I deliver an informative description of the landscape and environment of a planet?</p> <ul style="list-style-type: none"> <li>-engaging, technical language, informative, formal and informal sentence structure</li> </ul>	<p><b>Narrative</b> Can I <b>describe Captain Flint seeking revenge</b> within the <b>Treasure Island narrative</b>?</p> <ul style="list-style-type: none"> <li>- Range of conjunctions, relative pronouns/relative clauses, punctuation of direct speech, creating atmosphere – different senses.</li> </ul> <p><b>Journalistic</b> Can I write a newspaper report detailing the suspicious death at the Admiral Benbow?</p> <ul style="list-style-type: none"> <li>-formal voice, passive voice, subject specific language, informative</li> </ul>	<p><b>Guide</b> A little History of the World: The Vikings.</p> <ul style="list-style-type: none"> <li>-formal and informal sentence structure, technical and subject specific language, imperative verbs,</li> </ul> <p><b>Discursive</b> The Vikings: Raiders or traders?</p> <ul style="list-style-type: none"> <li>-formality of language, informative, persuasive, voice of authority</li> </ul>	<p><b>Narrative</b> Can I describe the night of the party at the Capulet's house?</p> <ul style="list-style-type: none"> <li>-varied sentence construction, integrated dialogue, language specific to era</li> </ul> <p><b>Journalistic</b> Can I write a newspaper report detailing the fight between Mercutio and Tybalt ?</p> <ul style="list-style-type: none"> <li>-formal voice, passive voice, subject specific language, informative</li> </ul> <p><b>Discursive</b> Is Benvolio a true friend to Romeo, or just a peacekeeper?</p> <ul style="list-style-type: none"> <li>-formality of language, informative, persuasive, voice of authority</li> </ul>	<p><b>Narrative</b> Can I write a flashback to life at Camp Green Lake before it dried up?</p> <ul style="list-style-type: none"> <li>- varied sentence construction, integrated dialogue</li> </ul> <p><b>Report</b> Can I write a police report recounting the discovery of the stolen sneakers?</p> <ul style="list-style-type: none"> <li>-formal, unbiased language,</li> </ul> <p><b>Letter</b> Can I write a letter to the judge arguing that Stanley is innocent?</p> <ul style="list-style-type: none"> <li>-persuasive, formal</li> </ul>

# M a t h s

## Place Value

- Read roman numerals up to 1,000 and recognise years
- Read, write, order and compare numbers to 1,000,000
- Understand the value of each digit in numbers up to 1,000,000
- Round any number to nearest 10, 100, 1000, 10,000 and 100,000
- Understand negative numbers in context
- Count forwards and backwards from any given number in powers of 10

## Calculation

- Addition and subtraction of larger numbers using formal written methods
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

## Decimal Fractions

- Understand that a whole can be made of decimal parts.

## Money

- **Comparing:** Compare different amounts of money using pounds (£) and pence (p), understanding their relationship (100p = £1).
- **Converting:** Convert between pounds and pence accurately (e.g. £2.50 = 250p and 125p = £1.25).
- **Calculating with Money:** Add amounts of money and find totals, including solving problems involving giving change from a given amount.

## Calculation

- Short multiplication and short division

## Calculation

- Multiplying and dividing by powers of ten
- Using known facts

## Area and Scaling

- Calculate the area of rectangles (including squares) using the formula **area = length × width**.
- Estimate and compare the area of different shapes, including irregular shapes, by counting squares.

## Scaling:

- Use **scale factors** to solve problems involving similar shapes.
- Understand and apply simple **multiplicative relationships** when scaling shapes or quantities up or down.

## Decimal Calculation

- Multiplying and dividing by powers of ten
- Multiplication and division of decimals
- Word Problems

## Factors, Multiples and Primes

- Identify factors and common factors of numbers.
- Recognise and find multiples, including common multiples of two numbers.
- Know and use factor pairs of a number and use them to solve problems.

## Prime Numbers:

- Recognise and understand prime numbers, composite numbers (non-primes), square numbers, and cube numbers.
- Know and recall prime numbers up to 19.
- Understand that a prime number has exactly two distinct factors: 1 and itself.

## Fractions

- Fractions: Compare, order, add, subtract, and multiply fractions
- Identify equivalent fractions (including tenths and hundredths), and convert between improper fractions and mixed numbers.
- Decimals: Read, write, order, and round decimals; express decimals as fractions and understand the place value of tenths, hundredths, and thousandths.
- Percentages: Understand percentages as parts per 100, and convert between fractions, decimals, and percentages

## Converting Units

- Metric units of measure
- Common Imperial unit of measure
- Time

## Angles Types of Angles:

- Identify, name, and compare **acute, obtuse, right, and reflex angles**.
- Know that a straight line measures **180°** and a full turn is **360°**.

## Measuring and Drawing Angles:

- Measure angles in degrees (°) using a protractor.
- Draw angles accurately using a protractor.

## Calculating Angles:

- Estimate and calculate angles on a straight line and around a point (e.g. angles on a straight line add up to 180°, angles around a point add up to 360°).

<b>S C I E N C E</b>	<b>Materials</b>		<b>Earth &amp; Space</b>		<b>Materials</b>		<b>Materials</b>		<b>Forces</b>		<b>Living things &amp; habitats</b>	
	<ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution, and <b>describe how to recover a substance from a solution.</b></li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes.</li> </ul>		<ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>describe the movement of the Moon relative to the Earth.</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p style="text-align: center;"><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>		<ul style="list-style-type: none"> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties.</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>		<ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>		<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>describe the life processes of reproduction in some plants and animals.</li> </ul> <p style="text-align: center;"><b>Animals</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	
<b>C P T I S E</b>	<b>Relationships</b>			<b>Living in the Wider World</b>			<b>Health and Wellbeing</b>					
	<b>Families &amp; Relationships</b>	<b>Safe Relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media Literacy and digital resilience</b>	<b>Money and Work</b>	<b>Physical and Mental Wellbeing</b>	<b>Growing and Changing</b>	<b>Keeping Safe</b>			
	Positive friendships, including online. Responding to friendship issues. Online-Safety. School values. Routines.	Relationships – healthy and unhealthy. Feeling safe – what can I do when I don't feel safe. Online safety: including cyberbullying	Responding respectfully to a wide range of people, including online. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	Bias and prejudice in newspapers – English. How information online is targeted. Different media types, their role and impact.	Identifying job interests and aspirations. Discovering and understanding what can influence career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Personal identity. Recognising individuality and different qualities. Mental wellbeing. Puberty (Summer 2).	Keeping safe in different situations. Responding in emergencies. First aid.			
<b>Vocabulary</b>	Tier 2 Communicate	Boundaries Respectful	Pressure Negotiate				Resilient Anxiety	Consent Independent	Evaluate			

	Tier 3 Personal boundaries	Peer pressure Conflict resolution	Stereotype		Online behaviour Media		Mental health Physical health	Risk taking	
C o m p u t i n g		<b>I-movie</b>  <b>Multimedia:</b> - explain that a video can include both visual and audio media - explain the benefits of adding audio (speech or music) to a video - plan a video project using a storyboard - capture video using a digital device (pan, tilt, zoom) - identify that video can be improved through reshooting and editing (trim/clip/cut, split) - consider the impact of the choices made when making and sharing a video	<b>Garageband</b>  <b>Sound:</b> • Play loops in GarageBand app. • Use more sophisticated music software (GarageBand) to plan, create, evaluate, edit and play their own compositions. • Use a range of sounds within composition: recordings, own compositions, imported loops, own loops, different instruments.  <b>Online safety:</b> - Learn how to create secure passwords in order to protect their private information and accounts online. - Explain how identity online can be copied, modified or altered.		<b>Presentation on The Vikings</b>  <b>Multimedia:</b> - Design and create a presentation or digital film. - Add transitions, effects and sound independently. - Insert images, videos, hyperlinks, screen recording. - Use timings on slide show settings. - Evaluate the suitability of the presentation or film for the given audience. - Make changes to the presentation or film to make it more suitable for the audience.  <b>Online safety:</b> - Explain what is meant by a 'hoax' and why I need to think carefully before I forward anything online. - Assess and justify when it is acceptable to use the work of others.		<b>Databases</b>  <b>Data Handling:</b> - Begin to identify data handling opportunities. - Prepare a data collection form. - Identify fields. - Create a datafile and enter data. - Use the database to answer a question. - Carry out more complex searches on more complex prepared databases e.g. be able to answer complex questions. - Use AND and OR in their searches.  <b>Online safety:</b> - Describe ways technology can affect healthy sleep and give strategies that promote healthy sleep with regards to technology.		<b>Scratch Maze Game</b>  <b>Programming and coding:</b> - make my Sprite into a crab which looks like it is opening and closing its claws - make my sprite move when the game starts - make my sprite steer when I press a key on the keyboard - design a maze with a start and finish - make mazes with starts and finishes where all the walls are the same colour - make the game stop when the sprite touches the maze wall - make a spawn point so the sprite starts at the starting point - use repeat loops in my code: Forever Loops, Repeat x times loops, Forever if loops.  <b>Debugging:</b> - Independently spot that there is something wrong with my code and fix it.
	V o c a b u l a r y		Tier 2: video, media, visual, storyboard, dialogue, special effects	Tier 2: loops, plan, create, evaluate, edit, identity, copied, modified, altered.		Tier 2: presentation, non-linear, import, insert, hoax		Tier 2: data, collection	
		Tier 3: soundtrack, split, trim/clip, transitions, videographer, zoom, pan, tilt.	Tier 3: software, composition, Garageband.		Tier 3: transitions, PowerPoint (Microsoft), Keynote (Apple/iPad), slide show		Tier 3: database, Access (Microsoft), fields, datafile		Tier 3: Sprite, forever loops, repeat x times loops, forever if loops, debugging
P E	Handball  Gym - balance	Dance  Tag rugby	Netball  Basketball		Football  Hockey		Athletics  Tennis		Swimming and Water Safety  Rounders

V o c a b u l a r y	<p><u>Handball</u></p> <p><b>Tier 2:</b> Strategic, Controlled Accurate Resilient Decisive</p> <p><b>Tier 3:</b> :Dribbling Feint Marking Interception Transition</p> <p><u>Gym</u></p> <p><b>Tier 2:</b> Controlled Stable Focused Precise Confident</p> <p><b>Tier 3</b> Counterbalance Centre of gravity Base of support Static balance Dynamic</p>	<p><u>Dance</u></p> <p><b>Tier 2:</b> Brave Powerful Mysterious Dramatic</p> <p><b>Tier 3:</b> Choreography Motif Dynamics Canon Formation</p> <p><u>Tag Rugby.</u></p> <p><b>Tier 2:</b> Determined Agile Resilient Confident</p> <p><b>Tier 3:</b> Evasion Interception Offload Tagging Try</p>	<p style="text-align: center;"><u>Basketball</u></p> <p><b>Tier 3:</b> chest pass, bounce pass, lay-up, defensive stance, transition</p> <p style="text-align: center;"><u>Netball</u></p> <p><b>Tier 2:</b> coordinated, focused, agile, resilient, controlled</p> <p><b>Tier 3:</b> pivot, defending, zone, transition, movement</p>	<p style="text-align: center;"><u>Football</u></p> <p><b>Tier 2:</b> tactical, anticipative, consistent</p> <p><b>Tier 3:</b> control, interception, cross, formation</p> <p style="text-align: center;"><u>Hockey</u></p> <p><b>Tier 2:</b> resilient, adaptable, confident, precise</p> <p><b>Tier 3:</b> reverse stick, intercept, dodge, sweep, penalty</p>	<p style="text-align: center;"><u>Athletics</u></p> <p><b>Tier 2:</b> controlled, motivated, powerful, confident</p> <p><b>Tier 3:</b> relay, sprint, javelin, long jump</p> <p style="text-align: center;"><u>Tennis</u></p> <p><b>Tier 2:</b> decisive, adaptable, confident, focused</p> <p><b>Tier 3:</b> underarm throw, overarm throw, rounder, innings, backing up</p>	<p style="text-align: center;"><u>Swimming and Water Safety</u></p> <p><b>Tier 2:</b> sustained, efficient, adaptable, resilient, precise</p> <p><b>Tier 3:</b> front crawl, backstroke, scull, turns, kickboard</p> <p style="text-align: center;"><u>Rounders</u></p> <p><b>Tier 2:</b> strategic, resilient, adaptable, focused, collaborative</p> <p><b>Tier 3:</b> underarm throw, overarm throw, rounder, innings, backing up</p>	
	M u s i c	<p><b>Rainforest Music</b></p> <p>Dimensions focus: structure &amp; rhythm</p>	<p><b>Read, Write &amp; Remember to Twinkle</b></p> <p>Dimensions Focus: pitch &amp; notation</p>	<p><b>Frozen Lands</b></p> <p>Dimensions Focus: pitch &amp; structure</p>	<p><b>Map Rappers</b></p> <p>Dimensions Focus: duration &amp; structure</p>	<p><b>A Bao A Qu</b></p> <p>Dimensions Focus: pitch &amp; structure</p>	
		<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	
Tier 2	<p>Contrast Layer Sequence Analyse Interpret Loop</p>	<p>Scale Complex Respond Compose Refine Collaborate</p>	<p>Contrast Layer Refine Collaborate Maintain Sections</p>	<p>Emphasis, Balance Pattern delivery Express</p>	<p>Composition Tradition Sustain Modify Analyse Interpret Developing</p>		

Tier 3	Structure Rhythm Ostinato Percussion Notation Harmony Melody Pitch Duet Dynamics Body Percussion	Pitch Notation Stave Tempo Major Scale Crotchet Quaver Minim Dotted Minim Semi breve	Pitch Structure Leitmotif Minor Pentatonic Notation Scale Minor	Duration Structure Intonation Notation Tempo Rap	Pitch Structure Palindrome Tempo Notation Harmonic minor scale	
D T		<b>Model Construction (Space Buggy)</b>  Mechanisms: Cams 3D framework construction Woodwork		<b>Lighthouse</b>  Coding to control. Cutting and joining Electrical circuits		<b>Food</b>  Nutrition Develop energy bars to fuel an physical exercise.
		<b>Vocabulary</b>		<b>Vocabulary</b>		<b>Vocabulary</b>

Tier  
2

**Structure**  
**Marking out**  
**Material**  
**Joining**  
**Three dimensional**  
**Assemble**  
**Vertex**  
**Reinforce**  
**Stability**  
**Temporary**  
**Permanent**  
**Rotation**  
**Transmit**

**3 dimensional  
structure**  
**Stability**  
**Functional**  
**Design**  
**Coding**  
**Circuit**

**Ingredi  
ents**  
**Fat**  
**Sugar**  
**Nutritio  
n**  
**Healthy**  
**Allergy**  
**Intolera  
nce**  
**Combin  
e**  
**Fold**  
**Stir**  
**Pour**  
**Shape**

Tier 3		<p><b>Net</b></p> <p><b>Scoring</b></p> <p><b>Prototype</b></p> <p><b>Axel</b></p> <p><b>Follower</b></p> <p><b>Annotated drawings</b></p>		<p><b>Light emitting diode</b></p> <p><b>Light dependant resistor</b></p> <p><b>Spindle</b></p>		<p><b>Carbohydrates</b></p> <p><b>Protein</b></p> <p><b>Nutrients</b></p> <p><b>Gluten</b></p> <p><b>Rubbing</b></p>
A r t	<p><b>Animals in Art</b></p> <p>- simplifying shapes using collage with patterned and textured papers.</p> <p>- painting using layers and sgraffito to represent jungles.</p>		<p><b>Anglo Saxon Crosses</b></p> <p>- crosses made by Anglo-Saxon craftsmen.</p> <p>- design and make Anglo-Saxon style crosses.</p>		<p><b>Sculpture</b></p> <p>- Picasso</p> <p>- Continuous line drawings</p> <p>- create a wire sculpture.</p>	
voc ab	<p>Tier 1-blend</p> <p>Tier 2-observation,simplify</p> <p>Tier 3-soft pastel,sgraffito, monochrome,collage, diorama</p>	<p>Tier 1-</p> <p>Tier 2-</p> <p>Tier 3-</p>	<p>Tier 1-curve knot rigid materials</p> <p>Tier 2-religious mythical</p> <p>Tier 3- serpentine,relief sculpture</p>	<p>Tier 1-</p> <p>Tier 2-</p> <p>Tier 3-</p>	<p>Tier 1-wire shadow</p> <p>Tier 2-</p> <p>Tier 3-observation drawing,continuous line drawing</p>	<p>Tier 1-</p> <p>Tier 2-</p> <p>Tier 3-</p>
H i s t o r y	<p><b>The Maya</b></p> <p>- Why should we study the Ancient Maya?</p> <p>Tier 2: civilisation, society, culture, religion, significant, discovery, tradition</p> <p>Tier 3: Maya, Mesoamerica, pyramid, temple, ruler, hierarchy, sacrifice, jaguar, glyph, plaza</p>		<p><b>Anglo-Saxons</b></p> <p>- What effects did the Anglo-Saxons have on British history?</p> <p>Tier 2: invasion, settlement, kingdom, culture, law, evidence, conflict, power, govern, compare, significant</p> <p>Tier 3: Anglo-Saxon, Britain, tribe, chieftain, monk, monastery, runes, pagan, Christianity, conquest, invasion</p>	<p><b>The Vikings</b></p> <p>- Were the Vikings raiders or traders?</p> <p>Tier 2: invade, raid, tradition, evidence, ruler, power, significant.</p> <p>Tier 3: Viking, Scandinavia, longship, Norse, monastery, berserker, saga, Danelaw, navigation, colonisation</p>		

<b>G</b> <b>e</b> <b>o</b> <b>g</b> <b>r</b> <b>a</b> <b>p</b> <b>h</b> <b>y</b>	<b>Rainforests</b>		<b>Links with topic</b>				<b>Geography Skills</b>
	<ul style="list-style-type: none"> <li>- locate countries in South America.</li> <li>- biomes / Climate zones / vegetation belts.</li> <li>- using atlases to describe features of rainforest locations and compare hot/cold forests.</li> <li>- position and significance of Tropics of Cancer and Capricorn.</li> </ul>		<ul style="list-style-type: none"> <li>- Locate and name main countries and cities in England and Europe (where the Anglo-Saxons and Vikings came from)</li> <li>- Climates of Scandinavia type countries – why did the Anglo-Saxons move away and settle in Britain.</li> <li>- Local area OS maps – finding places with Anglo-Saxon origin names near locality.</li> </ul>				<ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>- being safe – finding landmarks to help identify where we are. Triangulation techniques.</li> <li>- fieldwork – mapping land use in local area.</li> </ul>
<b>R</b> <b>E</b>	<b>Our planning is currently in-line with Living Difference III, and we are in the process of updating our planning to be in-line with Living Difference IV, the Agreed Syllabus for religious education (RE) in Hampshire.</b>						
	<a href="https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf">https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf</a>						
	<b>Stewardship /Khalifah</b>  (Guardian of the World)	<b>The Magi and their gifts: Warning</b>	<b>God Talk: God</b>	<b>The empty cross: Resurrection</b>	<b>Shahadah and Salat: Belonging</b>	<b>Holy Books: Wisdom</b>	
<b>Tier 2</b>	Stewardship creation guardian	Wise wisdom interpreted warned warning	Characteristics traditions reveal		declaration faith requirement	guidance wisdom respect	

Tier 3	Qur'an Muslims Allah Khalifah	gold frankincense myrrh worshipped Magi	Islamic, Muslims, Sikh	empty cross Gospels New Testament life, death resurrection Jesus	Shahada Salat Five Pillars of Islam	prophet Muhammad (pbuh) Angel Gabriel (or Jibril) Mecca Qur'an Bible testament gospels
M F L	<p><b>La phonétique (Phonics &amp; Pronunciation)</b></p> <ul style="list-style-type: none"> <li>- Learning sounds of digraphs and trigraphs in French (e.g. ch, ou, on, eau, eux, gne)</li> </ul> <p><b>Les saisons</b></p> <ul style="list-style-type: none"> <li>- Recognise, recall and remember the 4 seasons in French.</li> <li>- Recognise, recall and remember a short phrase for each season in French.</li> <li>- Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<p><b>Les animaux</b></p> <ul style="list-style-type: none"> <li>- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>- Understand that there are more determiners/ articles in French than in English.</li> <li>- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<p style="text-align: center;"><b>Je me présente</b></p> <ul style="list-style-type: none"> <li>- Use basic greetings in French, ask somebody how they are feeling and reply when asked.</li> <li>- Ask somebody their name in French and reply when asked.</li> <li>- Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked.</li> <li>- Ask somebody where they live in French and reply when asked.</li> <li>- Express their nationality in French and understand basic gender agreement rules.</li> </ul>	<p style="text-align: center;"><b>Ma famille</b></p> <ul style="list-style-type: none"> <li>- Use the nouns and articles/determiners for family members in French.</li> <li>- Move from using the article/determiner 'the' with a family member to using the possessive adjective 'my' in French.</li> <li>- Answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) in French.</li> <li>- Introduce family members in French, using 'il/elle s'appelle (he/she is called).</li> <li>- Use my knowledge of larger numbers in French to be able to describe the age of family members.</li> </ul>	<p style="text-align: center;"><b>Au salon de thé</b></p> <ul style="list-style-type: none"> <li>- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner ) typically served in a salon de thé.</li> <li>- To understand better how to change a singular noun to plural form.</li> <li>- Perform a short role-play ordering what they would like to eat and drink.</li> </ul>	<p style="text-align: center;"><b>Chez moi</b></p> <ul style="list-style-type: none"> <li>- Say whether they live in a house or an apartment and say where it is.</li> <li>- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>- Tell somebody in French what rooms they have or do not have in their home.</li> <li>- Ask somebody else in French what rooms they have in their home.</li> <li>- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>



