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| A picture containing drawing  Description automatically generated **Year 5/6/A**  **Long Term Plan** | **Autumn 1**  **(Geography)** | **Autumn 2**  **(History)** | **Spring 1**  **(Science)** | **Spring 2**  **( Creative)** | **Summer 1**  **(Environmental study)** | **Summer 2**  **(History)** |
|  | **Ready, Steady Sow!** | **Who let the gods out? (Greeks)** | **Journey to Space or Cosmic** | **Scream Machine** | **Dragons Den** | **The Mysterious Maya'**  **(The Mayans)** |
| **Memorable Experience**  **Innovate/Challenge** | Launch New school Garden project. | Residential/Pantomime  (A) | Planetarium /science WOW day  5th Jan  (H) | High School DT/Science teacher to hold workshops | Light It Up workshop at Bradford science museum  (May 16th)  (S) | Ancient Maya Workshop. (Wednesday 7th June booked!) |
| **English**  **Y6** | Varmints  (PoR)  **Writing Outcomes**  -poetry verses  - Persuasive poster  - Diary writing  - Written debate/argument  -narrative  -book review  **VIPERS**  (Headstarts to teach skills)  Prediction  Retrieval  Vocabulary  **Linked text from Litshed+:**  Ocean’s Blanket *(poetry)*  Television is educational *(debate)*  Conservation in the Rainforest  *(information text)* | Adventures of Odysseus  (PoR)  **Writing Outcomes**  - Letter writing  - information text(Greek God)  - poetry writing  - diary entries  -playscripts  **VIPERS**  (Headstarts to teach skills)  **Linked text from Litshed+:**  MicroVipers Greek Gods (non-fiction)  Microvipers Greek Art (non-fiction) | Cosmic  (PoR)  **Writing Outcomes**   * Informal email * Written argument * Visitor leaflet or a theme park * Message Writing   **VIPERS**  (Headstarts to teach skills)  **Linked text from Litshed+:**  Charlie and Choc Factory text *(narrative)*  MicroVipers Space *(information text)* | Cosmic continued…  (PoR)    **Writing Outcomes**   * Newpaper report * List Poetry   **VIPERS**  (Headstarts to teach skills)  **SATS practice papers in VIPERS lessons.** | The Barnabus Project  (Litshed+)  **Writing Outcomes**  **VIPERS**  (Headstarts to teach skills)  **Linked text from Litshed+:** | Mayan Tales  (Litshed+)  **Writing Outcomes**  **VIPERS**  (Headstarts to teach skills)  **Linked text from Litshed+:** |
| **English**  **Y5** | Tom’s Midnight Garden (PoR)  **Writing Outcomes**  - Letter writing  - Diary writing  - Descriptive writing  **VIPERS linked texts:**  A world of Influence (vocab focus) | The Viewer  (PoR  **Writing Outcomes**  -  **VIPERS linked texts:**  Greek Gods (Litshed+ vocab focus)  Micro VIPERS: Zeus and Hermes | Cosmic Disco  (PoR)  **Writing Outcomes**  - | Clockwork  (PoR)  **Writing Outcomes**  - | The Barnabus Project  (Litshed+)  **Writing Outcomes**  - | The Curse of the Maya (litshed+)  **Writing Outcomes**  - |
| **Maths**  **White Rose Maths**  **White Rose Maths version 3.0 (Y5)**  **White Rose Maths version 3.0 (Y6)** | **Y6** Number- Place Value  Number- Addition, Subtraction, Multiplication and Division  Place Value  Addition and Subtraction  Multiplication and Division  Place Value  Four Operations | **Y6** Number- Addition, Subtraction, Multiplication and Division  Number- Fractions  Geometry- Position and Direction  Multiplication and Division continued  Fractions A  Four operations continued  Fractions A  Fractions B  Converting Units | **Y6** Number- Decimals  Number- Percentages  Number- Algebra  Measurement- Converting Units  Multiplication and Division  Fractions B  Decimals and Percentages  Ratio  Algebra  Decimals | **Y6** Measurement- Perimeter, Area and Volume  Number- Ratio  Decimals and Percentages continued  Perimeter and area  Statistics  Fractions, Decimals and percentages  Area, perimeter and volume  Statistics | **Y6** Statistics  Geometry- Properties of shape  Shape  Position and Direction  Decimals  Shape  Position and direction | **Y6** Consolidation and themed project  Decimals continued  Negative numbers  Converting units  Volume  Themed projects, consolidation and problem solving |
| **Science**  **2022 New Science National Curriculum.** | DE-Living things and their habitats (Yr5)  I can describe the life process of reproduction in some plants and animals  I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  I can observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.  They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. | DE-Changes of materials. (Yr5)  I can use evaporation to recover the solute from a solution.  I can recognise and describe reversible changes  I can observe chemical reactions and describe how we know new materials are made.  I can investigate rusting reactions.  I can investigate burning reactions.  I can investigate chemical reactions – acids and bicarbonate of soda. | DE-Earth and Space. (Yr5)  I can explore the solar system and its planets  I can understand the heliocentric model of the solar system  I can explain the Earth’s movement in space  I can explain the Earth’s rotation and night and day  I can explain the movement of the Moon  I can design a planet using knowledge gained | DE-Forces. (Yr5)  I can explore gravity and the life and work of Isaac Newton  I can examine the connection between air resistance and parachutes  I can explore factors which affect an object's ability to resist water  I can investigate the effects of friction on different surfaces  I can investigate mechanisms – levers and pulleys  I can investigate mechanisms – gears | DE-Light. (Yr6)  I can explore how light travels  I can explore reflection  I can explore reflection and explain how it is used to help us see  I can investigate how shadows change  I can investigate how we can show why shadows have the same shape as the object that casts them  I can explore light phenomena | DE-Properties of materials. (Yr5)  I can explore properties of materials.  I can explore thermal conductors and thermal insulators.  I can explore the hardness of materials.  I can discover materials that are soluble in water.  I can investigate the solubility of materials.  I can explore how mixtures can be separated by filtering, sieving, evaporating or magnets. |
| **Art & Design** |  | **Art Focus-Collage**  To create a silhouette of a Greek vase and decorate with a border and detail using a range of materials.  **Key Artist**  Percy Jackson  The Greeks.  **Key artwork**  Silhouettes by Percy Jackson(Yr5)  **Sketchbook**  Record observations**.** |  |  |  |  |
| **Computing**  **Rising Stars** | **We are game developers**  **(5.1)**  Pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.  **In this unit, pupils will learn to:**  **● create original artwork and sound for a game**  **● design and create a computer program for a computer game, which uses sequence, selection, repetition and variables**  **● detect and correct errors in their games**  **● use iterative development techniques.**  **Computing PoS focus:**  **Computer Science - Coding** | **We are computational thinkers**  **(6.2)**  Pupils participate in some hands-on unplugged activities which help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch or Snap! Programs.  **In this unit, pupils will learn to:**  **● develop the ability to reason logically about algorithms**  **● understand how some key algorithms can be expressed as programs ● understand that some algorithms are more efficient than others for the same problem**  **● understand common algorithms for searching and sorting a list.**  **Computing PoS focus:**  **Computer Science – Computational Thinking** | **We are adventure gamers**  **(5.5)**  Pupils create an interactive, nonlinear adventure game. They make this as a set of interlinked slides using hyperlinks in presentation software; the player chooses their path.  **In this unit, pupils will learn:**  **● how to plan a non-linear presentation**  **● to create text as part of a presentation**  **● to add and edit images in a presentation**  **● to use hyperlinks for navigation between the slides of a presentation**  **● to record and add audio narration to a presentation**  **● to use commenting tools to give feedback on a presentation.**  **Computing PoS focus:**  **Information Technology - Media** | **We are toy makers**  **(6.1)**  Pupils design and develop a BBC micro:bit powered modification to a soft toy to make the toy interactive.  **In this unit, pupils will learn:**  **● how computers use stored programs to connect input to output**  **● how to generate and evaluate designs in response to a brief**  **● to plan a complex project by decomposing it into smaller parts**  **● to work with physical components of a system**  **● how to design and write a program for an embedded system**  **● to use criteria to provide others with feedback on their work.**  **Computing PoS focus:**  **Computer Science - Coding** | **We are advertisers**  **(6.5)**  Pupils review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie.  **In this unit, pupils will learn to:**  **● think critically about how video is used to promote a cause**  **● storyboard an effective advert for a cause**  **● work collaboratively to shoot original footage and source additional content**  **● acknowledge intellectual property rights**  **● work collaboratively to edit the assembled content to make an effective advert.**  **Computing PoS focus:**  **Information Technology - Media** | **We are VR designers**  **(5.6)**  Pupils use Google Street View and CoSpaces to explore and create virtual reality (VR) and augmented reality (AR) content of their own.  **In this unit, pupils will learn to:**  **● explore real-world and imagined locations in VR ● create 360° photosphere images**  **● link physical objects to digital content using QR codes**  **● create their own VR scene**  **● program objects and interactions in VR.**  **Computing PoS focus:**  **Information Technology - Media** |
| **Design & Technology** | **Food and Nutrition (A seasonal plate)**  Understand seasonality and design a seasonal meal.  \*understand and apply the principles of a healthy and varied diet  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  \* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |  | I can use a wide range of colours and techniques to paint the solar system  I can generate a design of a mars rover through discussions and annotated sketches  I can use a wide range of materials and equipment to make a mars rover  I can evaluate my mars rover against my design criteria and provide feedback | Electrical Systems:  Building on their knowledge and understanding from Year 4.  To investigate ways to use electrical motors to create rotating parts for a fairground ride.  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  \*investigate and analyse a range of existing products  \*understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  **A - electrical systems – motors to create rotating parts windmill design (ferris wheel)**  I know an electrical circuit requires a power source, wires with clips and a bulb/motor.  I can add a motor to a simple electrical circuit.  I can attach material to the motor to create a rotating part.  I can draw and annotate a design that will rotate.  I can use wires, motor, batteries to make a rotating part.  I know what material is best to use on the motor.  I know that more motors and batteries will create a faster rotation | Structure, Frame structures and Enterprise.  Design and make a small scale bird hide. Final models to be presented to a dragons den of experts.  \*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  \*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  \*investigate and analyse a range of existing products  \*apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |
| **Geography** | To use maps, atlases, globes and digital/computer mapping to locate countries  To use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.  To describe and understand human geography, including trade links, and the distribution of natural resources including energy, food. |  |  | To use maps and digital/computer mapping to locate countries and describe features studied. |  | **Where in the world did the Mayans live?**  To locate the world’s countries, using maps to focus North and South America and major cities. |
| **History** |  | **Who were the Ancient Greeks and how have they influenced our lives?**  NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.  Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.   * I can identify where and when the Ancient Greek civilization existed and order key events on a timeline. * I can compare and contrast the city-states of Athens and Sparta. * I can identify the most important achievements of Alexander the Great. * I can understand the religious beliefs of the Ancient Greeks and know some of the Gods they worshipped. * I can use a range of sources to find out about the ancient Olympic Games. * I can explore the influence of Ancient Greece on various areas of modern life. |  |  |  | **Who were the Maya and what have we learnt from them?**  NC: Pupils should be taught about:  A non-European society that provides contrasts with British history –Mayan civilization c. AD 900. |
| **Music**  **Collins Scheme** | **Keeping Healthy**  I can explore beat at different tempi  I can sing syncopated melodies  I can develop rhythm skills through singing, playing and moving  I can sing and play scales and chromatic melodies  I can accompany a song with sung and played drones  I can sing in unison and two parts  I can develop an arrangement of a two-part song  I can read a grid or staff notation to play a bassline  I can arrange a complete performance of music  I can use a score to notate and guide selected elements of a performance | **Roots**  I can sing traditional Ghanaian songs  I can devise rhythmical actions to music  I can develop a performance of a musical  I can improvise descriptive music  I can play rhythm cycles  I can combine rhythm cycles in a percussion piece  I can sing call and response songs in two groups  I can devise rhythmic movement  I can plan and structure pieces to make a finale | **Solar System**  I can analyse the composition using  musical vocabulary  I can relate and interpret sound sequences to images  I can listen to music, focusing on dynamics and texture  I can learn a melodic ostinato using staff notation  I can develop techniques of performing rap using texture and rhythm  I can learn about the sound of the whole tone scale  I can listen to music and describing its use of the musical dimensions  I can perform a song with expression and with attention to tone and  phrasing  I can create a musical background to accompany a poem | **Journeys**  I can sing in three-part harmony  I can explore expressive singing in a part-song with echoes  I can stage a performance with awareness of audience  I can sing a pop song with backing harmony  I can sing major and minor note patterns accurately  I can learn a pop song with understanding of its structure  I can develop a song cycle performance incorporating  mixed media  I can develop plan, direct and rehearse skills | **Class Awards**  I can learn music for a special occasion  I can compose a programme music from a visual stimulus  I can sing a verse and chorus song  I can write new verses for a rap  I can develop a song performance  I can perform together  I can develop a song arrangement  I can rehearse for a performance  I can perform together with an awareness of audience | **Celebration**  I can sing a song in unison and three-part harmony  I can learn a melody and harmony part on instruments to  accompany a song  I can perform ostinati and body percussion accompaniments to a song  I am learning a new song  I can apply singing techniques to improve performance  I can control short, loud sounds on a variety of instruments  I can rehearse and improve an ensemble performance  I can prepare a performance with awareness of audience |
| **PE**  **Spiral**  **(Year 5 curriculum)** | Fitness circuit: I can throw a basketball over 6m using a chest pass.  Slam ball: I can observe, review and feedback to others.  End zone games: I can demonstrate an understanding of when to dribble and when to pass.  Dodgeball: I can demonstrate good decision making.  Ball games: I can understand the different techniques of passing over a football a variety of distances.  Throwing and catching: I can use team work to solve problems.  Rugby: I can pass a rugby ball to players on either side of me. | Hockey: I can play a small sided game of uni hock to the rules I have learned.  Football: I can turn and shoot into alternating targets, changing feet and body position as appropriate.  Tennis: I can alternate between a long shot (baseline) and a short shot (drop shot)  Basketball: I can perform a range of passes to players in different positions – understanding passing for retention and passing for attack.  Netball: I can understand how to anticipate and perform an interception.  Dodgeball: I can hit a moving target with a dodgeball from 3m away.  Game day: I can perform a wide range of skills in competitive game situations. | Benchball: I can react quickly to a number of moving objects.  Gymnastics: I can hold a strong body position for 1 minute with one foot on the floor and other 3 limbs extended with the torso tipped forwards.  Gymnastics: I can perform a synchronised gymnastics phrase with a team.  Dance: I can remember and perform a 5 move dance routine in a small group.  Dance: I can observe others and get ideas to take into my own performance.  Dodgeball: I can accurately throw a dodge ball at moving targets (with either hand) | Small sided cricket: I can set the field to predict or restrict play.  Rounders: I can strike a ball with a bat so that the ball goes beyond a rounders square.  Rounders: I can run a full rounder at full speed.  Small sided cricket: I can demonstrate that I can get in line with the ball and use the long barrier technique.  Tennis: I can perform a 4 shot tennis rally with a partner using tennis rackets.  Game day: I can perform a wide range of skills in competitive game situations. | End zone games: I can dribble a football at pace, incorporating some tricks (step over, Cruyff turn etc…).  Throwing and catching: I can use the correct technique to a variety of balls at a variety of heights.  Running: I can pace myself over a 400m run.  Jumping: I can run 60m jumping over hurdles at 5m intervals.  Jumping: I can perform a vertical standing jump to a height above my own waist.  Throwing and catching: I can throw a tennis ball further than 15m. | Game day: primary skills test lesson.  Rugby: I can perform a variety of ‘fast feet’ drills.  Fitness circuit: I can complete a fitness circuit forwards and backwards and identify reasons for variations in performance on each station.  Cricket: I can kick a range of balls out of my hands (both feet)  End zone games: I can demonstrate an understanding of the tension of a surface in control.  Outdoor and adventurous: I can devise, understand and execute a team plan.  Outdoor and adventurous: I can think flexibly and create as a part of a team. |
| **PSHCE**  **Jigsaw** | Being me in my world  Year 5  I can face new challenges positively and know how to set personal goals  I understand my rights and responsibilities as a British Citizen and as a member of my school  I can make choices about my own behaviour because I understand how rewards and consequences feel  I understand how an individual’s behaviour can impact on a group  I understand how democracy and having a voice benefits the school community and know how to participate in this  Year 6  I can identify my goals for this year, understand my fears and worries about the future and know how to express them  I know that there are universal rights for all children but for many children these rights are not met  I understand that my actions affect other people local and globally  I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities | Celebrating difference  Year 5  I understand that cultural differences sometimes cause conflict  I understand what racism is  I understand how rumour –spreading and name-calling can be bullying behaviours  I can explain the differences between direct and indirect bullying  I can compare my life with people in the developing world  I can enjoy the experience of a culture other than my own  Year 6  I understand there are different perceptions about what normal means  I understand how having a disability could affect someone’s life  I can explain some ways in which one person or a group can have power over another  I know some of the reasons why people use bullying behaviours  I can give examples of people with disabilities who lead amazing lives  I can explain ways in which difference can be a source of conflict or celebration | Dreams and Goals  Year 5  I understand that I will need money to help me achieve some dreams  I know a range of jobs and what people earn in different jobs  I can describe the dreams and goals of young people in a culture different to mine  I appreciate the similarities and differences between myself and young people in different cultures  I understand why I am motivated to make a positive contribution to supporting others  Year 6  I know my learning strengths and can set realistic goals for myself  I can set a success criteria and know when I have reached my goal  I can identify problems in the world and talk to others about them  I can work with other to help make the world a better place  I can describe some ways in which I can work with others to make a difference  I can give praise and compliments to myself and others when I recognise our achievements/contributions | Healthy me  Year 5  I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart  I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  I know I can put into practice basic emergency aid procedures ( including recovery position) and know how to get help in emergency situations  I understand how the media and celebrity culture promotes certain body types  I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures  I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy  Year 6  I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood  I know about different types of drugs and their uses and their effects on the body particularly the liver and heart  I can evaluate when alcohol is being used responsibly, anti-socially or being misused  I know and can put into practice basic emergency aid procedures (e.g. The recovery position) and know how to get help in emergency situations  I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness  I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. | Relationships  Year 5  I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.  I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean  I understand how to stay safe when using technology to communicate with my friends.  I can explain how to stay safe when using technology to communicate with my friends  Year 6  I can identify the most significant people to be in my life so far  I know some of the feelings we can have when someone dies or leaves  I understand that there are different stages of grief and that there are different types of losses that cause people to grieve  I can recognise when people are trying to gain power or control  I understand how technology can be used to gain power or control and I can use strategies to prevent this from happening  I can use technology positively and safely to communicate with my friends and family | Changing me  Year 5  I am aware of my own self-image and how my body image fits into that  I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally  I can describe how boys’ and girls’ change during puberty  I understand that sexual intercourse can lead to conception and that is how babies are usually made  I also understand that sometimes people need IVF to help them have a baby  I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)  I can identify what I am looking forward to when I am in Y6  Year 6  I can ask the questions I need answered about changes during puberty  I can describe how a baby develops from conception through the nine months of pregnancy and how it is born  I understand how being physically attracted to someone changes the nature of relationships  I can identify what I am looking forward to and what worries me about the transition to secondary school |
| **RE** | **How do Sikhs show commitment?**  LO: I can explore values and understand that people have different ideas about what is important.  LO: I understand how Sikhs demonstrate values through daily religious observance.  I can reflect on and consider own values.  LO: I understand Sikh belief about symbols of identity and what they represent.  LO: I can investigate how Sikh teachings and stories influence Sikh patience.  LO: I understand the concept of ‘commitment’.  I can investigate Sikh beliefs about commitment and initiation.  LO: I can reflect on Sikh practices and lifestyle choices.  I can demonstrate understanding of values, including Sikh values.  LO: I can investigate Sikh teachings about services to others.  I can reflect on my own experience and ideas. | **Growing up and rites of passage.**  LO: I can discuss religious ceremonies or ‘rites of passage’ connected to adulthood.  LO: I can consider different kinds of promises and the importance these have in different situations.  LO: I can investigate Jewish rites of passage for teenagers. I can find out what happens at Bat and Bar Mitzvah.  LO: I can investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs.  LO: I can discuss what happens at Confirmation and Believers’ Baptism and explain the promises that are made.  LO: I can compare and contrast rites of passages and the promises made. I can reflect on and express my own beliefs and values. | **What do Christians believe about death?**  LO: I know what Gospel accounts say about Jesus’ death and resurrection.  LO: I can describe how Christians show their beliefs about Palm Sunday in worship.  LO: I know the events of the Last Supper.  LO: I understand the differences in gospel accounts of the Last Supper.  LO: I know the events of Good Friday. I understand the significance of the crucifixion for Christians.  LO: I know that works of fiction can have parallels with the Easter story.  I Understand the term ‘sacrifice’ | **What do Christians believe about death? (Continued)**  LO: I understand the term of ‘resurrection.’  LO: I can discuss what the gospel texts about the death and resurrection of Jesus might mean to Christians.  LO: I understand the meaning of the term ‘victory’ and I can discuss it’s meaning from a Christian perspective.  LO: I can explain why Pentecost might be important to Christians today.  LO: I can describe how Christian beliefs about Pentecost influence how they live their lives.  LO: I can describe how Christians mark the Easter events in their church communities. |  | **How do Jews remember Kings and Prophets?**  LO: I can discuss what I already know about Judaism so far.  I can explain why Shabbat is important for Jews.  LO: I can discuss the importance and significance of David to Jewish people, including his symbol and the founding of Jerusalem.  LO: I can investigate what a prophet is and how people follow their messages. I can give reasons why people may not follow the messages of the prophets.  LO: I understand the story of Esther. I can explain how Purim is celebrated.  LO: I can discuss the ten commandments and how these are followed today. I understand the Shema as the first commandment of Judaism and how this is used in daily life.  LO: I can discover how Jews celebrate the new year and Hannukah festivals. |
| **MFL**  **(Project B)** | Opinions  Feelings  Exploration of 1st,2nd 3rd person singular and verbs Time- o’clock  Daily routine Conjunctions and extended sentences (feelings/ opinions) Following story and exploring more detailed text  Speaking and writing interesting sentences | Nouns and adjectives  House nouns  Furniture nouns Descriptive sentences using nouns and adjectives  Present items and prices Describing using Christmas-themed vocabulary | Fruits and vegetables and recipes  Instructional text  Make a healthy lunch box Write read aloud and perform “MasterChef” recipes  Speaking and writing creative sentences | Clothes - nouns and use of adjectives to describe clothes  Reading and speaking descriptive sentences- fancy dress  Finding about favourite things. Exploring 1st,2nd,3rd person singular and plural of verb Speaking and writing descriptive sentences- presentation “All about me “ Reading aloud text | Cafes, dialogues  Asking and answering questions  Investigating information about foods in short texts  Designing out of this world meals and menus Understanding, remembering, recalling and performing a sketch | Sports nouns and opinions Exploring the present tense of the verb “to play” Exploring text to understand and re-use language  Speaking and writing extended sentences Performing to an audience |