Coit Primary School Long Term Plan 2023-2024 Year Group: 5

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Visits/ Visitors		Lyceum Theatre	Chapeltown Library	National Space Centre	Mosque	Local Area Walk
Mathematics Problem Solving: Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	**Place Value and Number Sense** 5,6,7,8-digit numbers - Reading and writing - Counting in multiples of 10/100/1000 from various starting points - Identifying value of digits - Placing on number line - Partitioning - Manipulating value of digits within numbers - Ordering - Rounding to various degrees Roman numerals **Addition and Subtraction** Add whole numbers with more than four digits	**Multiplication and Division** Multiplying and dividing by 10, 100, 1000 (Link to place value) Multiplying and dividing by multiples of 10, 100, 1000 using known facts **Fractions** Recap properties of 2D shape (see MTP) nd fractions equivalent to a unit fraction	**Multiplication and Division** Mental strategies Written methods Inverse operations **Fractions** Multiply fractions Find fractions of amounts Use fractions as operators **Decimals and Percentages** Decimals to 2dp Decimals as fractions	**Decimals and Percentages** Compare and order decimals Understand percentages Equivalent FDP **Shape** RECAP 2D and 3D shape properties Measuring and drawing angles Triangles Quadrilaterals	**Statistics** Reading charts Reading line graphs Understand two-way tables and timetables **Position and Direction** Coordinates Translation Reflection **Decimals** Calculating with decimals (all 4 operations)	**Decimals** Decimal sequences **Negative Numbers** Number lines Calculating with negative numbers **Converting Units** Km, m, cm, mm Kg, g Units of time Imperial units **Volume**

	Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers Multiplication and Division Multiples Common multiples Factors Common Factors	Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than one Order fractions less than one Compare and order fractions greater than one Add and subtract fractions with	Thousandths Rounding decimals	Regular/irregular **Area and Perimeter** Measure and calculate perimeter Calculate area of rectangles, compound shapes, irregular shapes		Calculate volume Estimate volume and capacity

		the same denominator Add fractions within one Add fractions with a total greater than one Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole				
English Class texts	Viking Boy	Legend of Beowulf	The Firework Maker's Daughter		Street Child	Oliver Twist
English Reading Focus	Reading fluently, confidently and independently using strategies to work out any unfamiliar word.	Reading fluently, confidently and independently	Reading fluently, confidently and independently using strategies to work out any unfamiliar word.		Reading fluently, confidently and independently	Reading fluently, confidently and independently

	Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independent Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Recommending books to others based on own reading experiences.	using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of	**Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Distinguishing between	using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of	using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI)** **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range

	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. **Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than	statements of fact and opinion. **Retrieving, recording and presenting information from non-fiction summarising and recording information found. (KPI)** **Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)** Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Asking deeper questions about character and motive to improve their understanding. Understanding the conventions of different types of writing, using some technical terms when discussing texts.	comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)**	of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)**

		decoding individual words. Recommending books to others based on own reading experiences. Making predictions based on evidence that is stated and implied. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Understanding the conventions of different types of writing, using some technical terms when discussing texts.		Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Distinguishing between statements of fact and opinion. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and	Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Recognising

				motives from their actions and justifying inferences with evidence. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.	themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.
English Writing Focus	**Main focus:** 1. Narrative 1st person mystery Skills - dialogue and setting, relative clause, modal verbs **Oral:** ordering events in narratives 2. **Oral:** Poetry 3. Biographical writing Skills - relative clauses, cohesion, adverbials of time, punctuation to avoid ambiguity **Oral:** hotseating, interviews	**Main focus:** 1. Narrative 1st person adventure (historical) Skills - setting, use of punctuation to create drama, relative clauses to add detail 2. Non-fiction - newspaper Skills - use of relative clauses, modal verbs to avoid ambiguity, layout features of	**Main focus:** 1. Persuasive text Skills - modal verbs and persuasive language structures **Oral:** rehearsing of sentences orally 2. Narrative - 3rd person suspense Skill - varied and rich vocabulary, cohesive devices to introduce dramatic twists 3. **Oral:** Poetry	**Main focus:** 1. Non-chronological reports Skills: cohesive devices and layout features **Oral:** formal language structures 2. Narrative - 1st person Write in role settings Skills - building	**Main focus:** 1. Persuasive text Skills - modal verbs and persuasive language structures **Oral:** rehearsing of sentences orally 2. Auto-biographical writing Skills, use of relative clauses, modal verbs,

		text type 3. **Oral:** Poetry		character through dialogue, description	punctuation for clarity Letters Newspaper
Vocabulary, Grammar and Punctuation ONGOING	**Word:** Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*] **Verb prefixes** [for example, *dis-, de-, mis-, over- and re-*]				
	Sentence: Relative clauses beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]				
	Text: Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]				
	Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity				
	Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity				
Science	**Properties and changes in materials** We will investigate different materials, their uses and their properties and learn how to classify and group materials based on these properties. We will use our knowledge gained from comparative and fair tests to give evidence for the particular uses of everyday materials including metals, wood and plastic. We will investigate dissolving, separating mixtures and irreversible changes and recognise how some materials can be separated across different states of matter (liquid, solid and gas).	**Earth and Space** We will be exploring the movement of the Earth and other planets in our solar system relative to the sun as well as the movement of the moon around the Earth.	**Forces** We will learn about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and pulleys. We will investigate Isaac Newton and his	**Living things and their habitats** We will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds.	**Animals (including humans)** We will focus on the changes that human beings experience as they develop to old age. We will tackle some sensitive subjects including puberty

	We will use a range of techniques in order to separate a range of materials such as sieving, filtering and evaporating. We will also learn about dissolving, mixing and changes of state in reference to reversible change. The children will then learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide. **Stephanie Kwolek** **Ruth Benerito** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	We will discover how, because of their spherical nature, rotation and orbit, the Sun appears to move across the Earth's sky creating day and night. STEM Resources https://www.stem.org.uk/elibrary/collection/4144 Great British Space Dinner www.stem.org/exomars exporify.wellcome.ac.uk/exomars **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and	discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity. We will collaboratively investigate air and water resistance, participating in challenges to design the best parachute and boat. **-Isaac Newton** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and	The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. **-Jane Goodall** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating	and death. Children will learn about the life cycle of a human being. We will investigate the development of babies and compare the gestation period of humans and other animals. We will learn about the changes experienced during puberty and why these occur. **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results

				communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	**Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	• Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking
History	**Historical Skills Chronological Knowledge**	**Change and Continuity** to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and	**Significance** how do historians choose what is most important in history as there are too many events to use everything? **5Rs Resulting in change, Remarked**	**Similarities and Differences and Diversity** This relates to historical analysis of the extent and type of difference between people, groups, experiences,	**Interpretation of History** The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	**Cause and Consequence** how historians explain why things happened in history, how did people make a difference to what happened?	**Historical Sources and Evidence** what do historians use to find out about the past? How do historians use this material safely to produce the best history

		what continued, what we might see as progress	upon, revealing resonated and remembered	or places in the same historical period.		What followed because of these?	that they can? HOW DO WE KNOW?
Anglo-Saxons and Vikings Anglo-Saxons 410-1066AD Vikings 793-1066 Settlements Archaeologist Technology Invention Invasion Raids Religion Ruler/nobles/ chieftain Resistance Conquest Lifestyle Culture Customs Laws/rules Agriculture Wealth Trade kingdom	England during AS era before Vikings came Viking England Before Norman invasion	How did life change during Anglo-Saxon period and Viking period? Were all Viking/Anglo-Saxon settlements the same? What stayed the same during AS period and V period? What legacy have AS left behind?	Why was Alfred the Great considered to be great?	How were the Anglo-Saxon and Viking people Similar/different? Were the Anglo-Saxons religious? Were the Vikings religious? Were there similarities in lifestyle, farming and rulers?	What image do we have of the Vikings? What does Bede's account of the Vikings say about the Vikings? What did Pryor say? Why have the Vikings gained such a bloodthirsty reputation? What evidence is there to show how slaves were treated in the Viking era?	What can historians tell us about the Anglo-Saxons and why they migrated, invaded and settled in Britain? What was the impact on the Anglo-Saxons following Viking invasion? Why did the Vikings fail to conquer England? Why did the Viking skill at navigating seas led to success of Viking raids?	What can historians tell us about the AS/V and why they migrated/sett/ed in Britain? How have recent excavations changed historians view of Vikings?

The Industrial Revolution 1760-1840 Inventions Industrialisation Wealth Innovation Industry agriculture Labour Social classes Diversity Lifestyle Culture Revolution poverty empire global parliament Economy	Britain before IR 1760-1840	What changed/stayed the same for poor/rich families during the Industrial Revolution? What technological advances occurred? Farming in the industrial revolution Did agriculture change during the industrial revolution? How did religion change during Industrial Revolution?	Why was steam power judged to be significant for Britain and its people?	What happened during the Industrial Revolution to Women's lives and lifestyles? Compare similarities and differences.	How was life during the Industrial Revolution portrayed for poor/wealth families? Why was Britain called the workshop of the world and was this justified?	What happened because of the Industrial Revolution to women's lives and children's lives? Why was coal mining so important to Britain's wealth and place in the world? How did steam power support industrialisation?	Why do historians say that Britain was called 'the workshop of the world'? Why do historians think that invention of steam power was so significant to the industrialisation of Britain? What do historians say about the importance of coal mining to Britain's wealth? Who do the historians say benefited most from the Industrial Revolution?

Victorian Britain **Children's Lives Rich and Poor** Inventions Industrialisation Wealth Innovation Industry agriculture Labour Social classes Diversity Lifestyle Culture Revolution Poverty Education Capitalism Transportation Communication Parliament Religion	Victorian Britain 1837-1901	How did Children's work lives change during Victorian period? What stayed the same?	Why was the Education Act significant for children?	How were lives different for rich/poor Victorian children?	What was it like to live in the workhouse good or bad? What information do historians have to evidence their view?	How did of the developments in science improve children's lives? How did attitudes change towards children and what caused them to change? How were women's lives changed during the Victorian Period?	What evidence is there to show how children in trouble with the law were dealt with? What evidence/sources do historians use to explain what life was like for Victorian Children? School/Medicine/Crime and Punishment/Toys/pastime/Health/disease What can historians say about how life changed for children through the Victoria Period? What evidence do historians use to show who went to the workhouse and why?

							What does the evidence say about life in the workhouses Good or bad? Is there an equivalent now?
Geography	Geographical Skills Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction

Y5 Autumn Term Settlements Migration and Refugees The Other Side Beverley Naidoo My name is not refugee Katie Milner	Lines of Latitude and Longitude Settlement maps Migration routes 6 figure grid references- origins/destination countries	What is the scale of migration across the world?	Which areas of the world have increased rates of migration? Reasons for increased rates of migration? How long did the journey take?	What are settlements? Why do people migrate? What do settlements need to be successful? How long did the journey take? How were the journeys made?	Are refugees different to migrants? Migration stories Refugee Stories What are the cultural changes for migrants/existing communities?	How did the Windrush Generation support UK post WW2?	How can communities be made more sustainable to support refugees?
Y5 Spring Term Disasters Earthquakes and Volcanoes	Lines of Latitude and longitude Thematic maps- volcanoes/fault lines Data on volcanic eruptions/Earthquakes identify patterns	What is the scale of the most famous volcanoes? What is the scale of damage from an earthquake/volcanoe?	Where is the ring of fire?	What causes an Earthquake? What causes a volcano to erupt?	How does living in an E/V zone impact life?	What happens to the infrastructure of a place destroyed by a E/V? Why do people choose to live in V/E zones?	How can buildings be adapted to withstand an Earthquake? How have people adapted to living in E zones?

Y5 Summer Term Disability access in the local Area	OS Local area and map symbols 6 figure grid references	How much of the world's population is classed as disabled?	How are spaces made inclusive? Who makes spaces inclusive? What do other cities/countries do to support accessibility?	What is meant by accessibility? What is meant by disability? How accessible is School? What are the physical and human barriers in the community? How accessible is the local shopping area?	How does disability affect day to day living?	How do the children at school support children with a disability? Can all disabilities be seen?	How can school be made more accessible? How can the local area be made more accessible?
Y5 Summer Term World Trade	World Map Trade route map Commodity/resource map of the world	What are the world's biggest supply Chains and transport Routes?	Which countries import/export the largest amount of food?	Where are the world's biggest importers and exporters? Are there patterns to export/import data? What is the I-Phone Journey?	How does trade affect changes in culture of a country/area/group/community?	Investigate natural and manufactured resources from different parts of the world and the impact on livelihoods. Factors affecting production of materials and goods • Location Climate	How do large supply chains work effectively in a sustainable way? International Traffic Jams How can air pollution be made more sustainable?

						Geology History	
Computing	Strand 2 – Communicating: Multimedia **2.5 How do I create a radio advert/podcast?** In this unit children will evaluate a range of radio adverts or podcasts and identify their key features: purpose, audience, sound effects, music choice, layers, entertainment factor, clear audio. Children should apply these features to their own work. They will plan, rehearse and record their own script on a given theme. They will learn how to edit audio and add layers. Children will review and evaluate each other's work and suggest improvements. **Concepts:** Machines Program Data			Strand 4 – Computational thinking: programming A **4.5 Selection and variables** In this unit, children will recognise that we use selection to change what happens in a program, depending on whether a condition is met. They will design and create programs using selection and infinite loops. Children will also recognise	Strand 3 – Understanding and sharing data **3.5 How do I find data and share responsibly and safely?** In this unit children develop their understanding of internet search technologies and the World Wide Web. They explore the functions that are available to improve how searches are completed. They will also consider	Strand 1 – Communicating: Text and images **1.5 How do we collaborate online?** In this unit children will learn about the World Wide Web, and explore and use online tools (internet services). They will consider personal safety issues in their use and work collaboratively online with others to refine and	Strand 4 – Computational thinking: programming B **5.5 Simulating physical systems** In this unit, children will recognise examples of physical systems controlled by computers. They will be able to name a range of inputs and outputs of physical systems. They will also use repetition, selection and

		and use simple variables to keep score. **Concepts:** Input Repetition Selection Variable	validity of information, copyright and responsible use. The children will learn about how they share their data with online sites and games, and what this means. **Concepts:** Logic Data Program	share ideas effectively. They will consider copyright and responsible use of information. This builds on knowledge gained in Unit 3.4 and links closely with Unit 3.5. **Concepts:** Logic Abstraction Machines Program Data	variables to build or simulate a physical system in a suitable application. **Concepts:** Input Output Repetition Selection Variable Physical Systems
	Strand 0 - What is a computer? 0.5 - Key skills: Becoming and efficient computer user				
Music Y5 Sheffield Singing Hub Expert Teacher Aims and Objectives	**Autumn objectives** Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (***tempo***) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using • chants • rhythms	**Spring Objectives** Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used. Pupils will learn to identify and use notes happening at the same time using: • match songs • Rounds	**Summer Objectives** Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes		

	• raps • body percussion • tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music • duration • structure • tempo • dynamics Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening Pupils will listen with attention to detail to recall sounds with increasing aural memory Pupils will learn to understand staff and other musical notations including: • simple bars • crochets • quavers • rests Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed. Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note **Outcomes** Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Most students will identify the difference between a pulse and rhythm and show this in practice	• Kodaly Method • Simple Harmonies • Visualisations/Notation Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time). Pupils will begin to sing songs with small and larger leaps in pitch Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence	Pupils will learn to identify different inter-related dimensions of music including • Dynamics (forte/piano/crescendo/diminuendo) • Structure (Verse /chorus/part 1/part 2/ bridge) • Tempo • Articulation • Expression Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances Pupils will learn to observe phrasing, accurate pitching and appropriate style Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space Pupils will be taught to engage with an audience Pupils will be taught to respect fellow performers and acknowledge applause Pupils will compare different performance styles and examine what decisions

	Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest) Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests # Some students might need support with confidently creating their own lyrics to add to a given rhythm		Pupils will create, select and combine sounds using the inter-related dimensions of music **Outcomes** Most students will be confident in singing at pitch in unison Most students will be confident singing in simple match songs or rounds Some students might be confident in singing a simple harmony line alongside a unison song Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts		performers have made to best affect their audience Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary **Outcomes** Most students will sing confidently and with expression in a performance Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

	FOCUS: technical and constructive technical – producing and controlling sound technical – symbol system used to 'read' music constructive – interrelated dimensions of music constructive – basic musical form		**FOCUS:** technical, constructive, expressive continuing development of previous term's technical and constructive components expressive – developing quality of musical sound and awareness of		**Focus:** technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms	
Activities and songs	**warm up activities** physical warmups should be done to include a strong beat or backing track **Physical movement** **Fricatives** 'shh' 'huh' 'pah' 'k' 't' etc. **Vocalised Sounds** 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.	**warm up activities** **Physical Movement** Heart rate increasing activity Stretches particularly focussing on shoulders/neck/faces and tongue **Fricatives** Blow a balloon up Blow out a candle (finger) **Vocalised Sounds**	**warm up activities** **Physical Movement/Fricatives/Vocalised Sounds** Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites'	**warm up activities** **Physical Movement/Fricatives/Vocalised Sounds** Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites'	**warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up	**warm up activities** **Physical Movement** Pupils will be encouraged to devise their own physical warm up and lead the class through it 2 Experiment with standing and sitting positions **Fricatives/Vocalised Sounds** Bubble Gum Warm Up asking students to

		'Coooeee' 'It's Me' Catch the flying buzzy bee in your hands				tell parts of the story
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest			COULD Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose		MIGHT Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)	
Listening and Appraising	Viking Theme Wagner BBC Ten Pieces Ride of the Valkyries https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3	Vikings Saga Songs Theme BBC https://www.bbc.co.uk/teach/school-radio/music-	Leonard Bernstein Mambo West Side Story**https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7wdqhv**	Gustav Holst Mars from the Planet Suite **https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zf6hsrd**	EARTH Theme Hans Zimmer x 6 lessons BBC Ten pieces https://www.bbc.co.uk/teach/ten-pieces/classic	Antonin Dvorak Largo **https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7qmhbk**

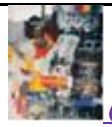
	http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf Listening and describing a piece of music Use motifs to create a piece of music Structure sections to create a rondo Create leitmotifs and use to create a narrative Perform	ks2-viking-saga-songs-index/z72w8xs			al-music-hans-zimmer-earth/zh4k382 Watch the live recording with film Learn to play a shimmer Create vocal melodies Improvise and compose music Create 3 note repeating patterns and different durations Create motifs Structure sessions into a bigger shape Learn about dynamics	
Performance	Harvest festival	Christmas Performance Watching Christmas Pantomime Violin Quarter	Spring showcase for children	Spring Showcase for parents Smaller group songs Solos/Groups -f	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2 End of year showcase for parents/grand parents

PE	OAA (GS4PE)	Dance (GS4PE)	Gymnastics (GS4PE)	Cricket (GS4PE)	Athletics (GS4PE)	Tennis (GS4PE)
	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. **Key Skills:** working as a team, reading a map **Key Concepts:** • Movement • Coordination • Collaboration • Sequence	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities	Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand

		will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. **Key Skills**: Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions **Key Concepts:** • Movement • Balance	Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills:** Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills**: Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier **Key Concepts:** • Agility • Coordination • Competition • Fairness	to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. **Key Skills:** Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance Key Concepts: • Movement • Agility • Balance	volley, backhand volley, underarm serve **Key Concepts:** • Movement • Balance • Coordination • Competition • Collaboration • Technique

		• Coordination • Collaboration • Sequence • Evaluation and improvement		• Technique	• Coordination • Fitness • Technique • Evaluation and improvement	
	Basketball (GS4PE) Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills**: Throwing, catching, dribbling, intercepting, shooting **Key Concepts:** • Movement	**Fitness (GS4PE)** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their	**Volleyball (GS4PE)** Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about	**Hockey (GS4PE)** In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to	**Tag Rugby (GS4PE)** Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an	**Sports Day Practice** Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills:** Running, throwing,

	• Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility	how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the	outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. **Key Skills:** Dribbling, passing, receiving, tackling, creating and using space **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness	opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills:** Throwing, catching, running,	catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

		• Coordination • Fitness • Sequence • Evaluation and improvement	role of referee. **Key Skills**: Volleying, throwing, serving, ready positions **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique • Tactics	• Technique	dodging, tagging, scoring **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration	
Art & Design	 Collage/ mixed media Research: **Robert Rauschenberg** What do the colours suggest? Emotions? Feelings? How was the artist feeling when he		 Drawing **Research**: Figurative artists and in depth research into Leonardo Da Vinci How has the human figure been a subject for many artists? How has the body been depicted in different		 Painting **Research**: **Edvard Munch** Focus on the feelings and emotions portrayed within the	

	painted the piece? Why? What impact does the composition have? Developing skills: Layering a range of media - paint, magazines, pastels, chalk etc. What different effects can they create? Different compositions / colour choices? Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Applying skills: Collage depicting a volcanic eruption in the style of Rauschenberg. Group piece. Evaluation: Each group to prepare their 'artist's intent' to go alongside their artwork. Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently. Formal Elements: Line Colour Tone	ways? How has it been portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc). Developing skills: Experiment creating different figures using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Can the figures be in different positions? Explore relationships between line, shape, tone and texture NSEAD lesson: https://www.nsead.org/resources/units-of-work/uow-drawing-figures/ Applying skills: Drawing a Tudor portrait of Henry VIII's wives in proportion Evaluation: Class 'Art Gallery'	piece. How significant is the name? What does it suggest? Developing skills: Colour mixing Warm and cold colours Contrasting colours Testing different paints (water colour, acrylic, powder) Work from a variety of sources Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1 Applying skills: Creating an image depicting the 'Industrial Revolution' using 'The Scream' as inspiration. How can children portray feelings and emotion within a painting? Evaluation: Self assessment Compare own piece with Edvard Munch

	shape space form texture	What do you like about your work? How does your work compare to the work of others? Formal Elements: Line Shape Form tone	What have we kept similar? Different? How emoticon is the piece? Why? Formal Elements: Line Colour Tone shape space form texture
Design and technology		Mechanisms - levers/cams and followers etc To make a moving model volcano NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Investigate, disassembly, evaluate: Cams Look at a variety of different toys/ structures which use Cams Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking	Structure frame structure. see projects on a page NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate, disassembly, evaluate: Children investigate and make annotated drawings of a range of portable and permanent frame structures, Children could research key events and individuals related to their study of

		products to create their own innovative designs. **Focus Practical tasks:** Investigate the shape of cams and the difference this has on the movement. Make a simple Cam to control movement within an object. Investigate how to join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. **Design** **Use what they have learnt to design a volcano which erupts using a cam mechanism.** Communicate their ideas through detailed labelled drawings Develop a design specification Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources,	frame structures e.g. Stephen Sauvestre – a designer of the Eiffel Tower; Thomas Farnolls Pritchard – designer of the Iron Bridge. They could also learn about locally important design and technology activity related to their project **Focus Practical tasks:** Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. *How could each of the frameworks be reinforced and strengthened?* • Demonstrate the accurate use of tools and equipment.

		including ICT when developing design ideas **Make** **Make a moving model volcano** Select appropriate tools, materials, components and technique Assemble components make working models Make modifications as they go along Select appropriate materials, tools and techniques. Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product **Evaluate** Evaluate the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others against the original criteria and suggest ways it can be improved.	Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference. **Design:** Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking. • Children should produce a detailed, step-by-step plan, listing tools and materials. • Children's sketches should be annotated with notes to help develop and communicate their ideas. Model ideas first **Make** Formulate a clear plan, including a step-by-step list of what needs to be

					done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making Evaluate Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.	
RE	5.1 What can we learn from stories from the bible? Religion: Christianity, Islam and Judaism (Adam and Eve/Noahs Ark/Jacob/Joseph) Key strands: ▪ Religious beliefs, teachings and sources ▪ Forms of expression ▪ Question and meaning, purpose and truth		5.2 Learning from Islam Keeping 5 Pillars: what difference does it make? Religion: Islam Key Strands: ▪ Beliefs and practices ▪ Questions of value and commitment		5.3 **Why are there now over 200 Mosques in Yorkshire?** **Religion: Islam** **Geography Link** **VISIT to Mosque**	
RHE	Mutual respect and tolerance Individual liberty Family	Mutual respect and tolerance	Mutual respect and tolerance	Rule of Law Online Safety	Physical Health	Mutual respect and tolerance

	Why do some people get married? Mutual respect and tolerance Family Are families ever perfect? Rule of Law Online Safety Os1) Control and consent (S1) Rule of Law Online Safety Os2) Protecting our identity(P1) Rule of Law Online Safety Passwords C3*	Friendship What makes a close Friend? Mutual respect and tolerance Individual liberty Mental Wellbeing M1) Does everybody have the same feelings? Online Safety Social Media anxiety L1* Rule of Law Online Safety Fake news N2 * Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Stereotypes	Individual liberty Friendship Should I try and fit in with my friends? Mutual respect and tolerance Individual liberty Rule of Law Online Safety Online Behaviour S2 * Mutual respect and tolerance Individual liberty Friendship Should friends tell us what to do? Mutual respect and tolerance Physical Health	Os3) Meeting strangers online (P4) Rule of law Online Safety Os4) Personal Information, terms and conditions Rule of law Online Safety Protecting images of us online P2* Rule of law Online Safety Copyright C3 * Mental Wellbeing M2) Should we be happy all the time? Mutual respect and tolerance Online Safety Os8) Does the internet make	P2) How can I stay fit and healthy? Online Safety Digital '5 a day' L4 * Physical Health P3) Can I avoid getting ill? Individual liberty Mental Wellbeing M4) Who am I? Individual liberty Mutual respect and tolerance Family Is there such a thing as a normal family? Rule of Law	Friendships Why are some people unkind? Online Safety Os5) Analysing Digital Media (N1) Rule of Law Online Safety Game ratings L6 * Rule of Law Drugs and Alcohol Drugs- Managing risk Rule of Law Drugs and Alcohol Drugs and Alcohol and legal drugs Growing Up G1) How will my body change as I get older? **CW**

			P1) Is there such a thing as a perfect body? Individual liberty Online Safety Self Esteem L2 * Mutual respect and tolerance Racism Lesson 5: Unconscious bias	us happy? (L1) Mutual respect and tolerance Mental Wellbeing M3) Why do we argue?	Drugs and Alcohol Drugs-Managing Risk-Medicine Mutual respect and tolerance Racism Lesson 6: Being anti-racist in our actions	resource pack 6/pack 7/pack 8 Online Safety Unhealthy Attention P3 * Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation? CW resource pack 4/Pack 5

MFL (French)

AUTUMN TERM Stage 2 Lessons 13 - 24		SPRING TERM Stage 2 Lessons 25 - 39		SUMMER TERM Stage 2 Lessons 40 - 51	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR

Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns x 12 Feminine animal nouns x 9	Gender of nouns Position of colour adjectives Agreement of adjectives in singular 3rd person singular - être	Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le,la,l',les Mon, ma, mes	1st/2nd/3rd person singular and 3rd person plural - être Plural nouns Position of adjectives of size Agreement of adjectives in singular and plural with nouns and pronouns Possessive adjective Definite article	Er Movement verbs x 6 Le,la,l',les Pets x 8 Family members x 4 J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	Imperative - er verbs - vous form 1st, 2nd, 3rd person singular and plural - er verbs Definite article 1st, 2nd person singular - avoir Negative - ne..pas + de Pronouns - 1st and 2nd person singular, 3rd person singular and plural
STRUCTURES/FEATURES	**PHONICS - GRAPHEMES**	**STRUCTURES/FEATURES**	**PHONICS - GRAPHEMES**	**STRUCTURES/FEATURES**	**PHONICS - GRAPHEMES**
Formal and informal - you Question form using rising intonation Question word Sentence with noun and colour adjective Liaison	Silent letter rules a/**â**/**ai**/an/c before e/ ch/e in 1 syllable/e + 2 cons./**e + final t**/è/ei/ i/ **ien/ill after vowel/ gn/ ll after i**/o not at end/ on/ou/ qu/r/rr/s between vowels/**th**/u/ un/	Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives	Silent letter rules a/ai/an/c before e/ch/e in 1 syllable/e + 1 cons./e + 2 cons./**e + final c**/è/é/ei/ en/ -es/-**ez**/g/g before e/ gn/i ien/ill after vowel in/ j/ll after i/**oî**/on/ou/qu/r/s	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision	Silent letter rules a/ai/an/au/ch/e in 1 syllable/e + 1 cons./è/é/ -es/er/-ez/g before e/i/ien/ ill/in//j/o not at end/ **oeu**/oi/on/qu/r/s/u/un/

Elision		Liaison Elision	betweenvowels/th/u/un/y		
STORIES/RHYMES/SONGS	**DICTIONARY/CULTURE**	**STORIES/RHYMES/SONGS**	**DICTIONARY/CULTURE**	**STORIES/RHYMES/SONGS**	**DICTIONARY/CULTURE**
Stories Va t'en grand monstre vert **Rhymes/Songs** Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon	Bi-lingual dictionary - gender of nouns Traditional song	**Rhymes/Songs** Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem	Bi-lingual dictionary - nouns in singular and plural Traditional songs and game	**Stories** Bon appétit Monsieur Lapin Qui conduit? Pourquoi?	Bi-lingual dictionary - meanings, gender and nouns in plural