

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
Maths				
Writing	<p>Spell correctly</p> <p>This concept involves understanding the need for accuracy.</p>	<p>Spelling</p> <p>Spelling (see English Appendix 1) use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>		

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	<p>Present neatly</p> <p>This concept involves developing an understanding of handwriting and clear presentation.</p> <p>Composition</p> <p>Write with purpose</p> <p>This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs</p>	<p>Handwriting and presentation</p> <p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p> <p>Writing Composition</p> <p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating</p>		

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	<p>This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately</p> <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Analysis and presentation</p> <p>Analyse writing</p> <p>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing</p> <p>This concept involves learning to reflect upon writing and reading it aloud to others.</p>	<p>dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation error</p>		

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	<p>Punctuate accurately</p> <p>This concept involves understanding that punctuation adds clarity to writing.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Vocabulary, Grammar. Punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>learning the grammar for years 5 and 6 in English Appendix 2</p>		

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		<p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>		
Reading	<p>War Horse – Michael Morpurgo Kensuke’s Kingdom – Michael Morpurgo</p> <p>Read words accurately</p> <p>This concept involves decoding and fluency.</p>			

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	<p>Understand texts</p> <p>This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>apply 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.</p>		
		<p>maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>		
		<p>reading books that are structured in different ways and reading for a range of purposes</p>		
		<p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>		
		<p>recommending books that they have read to their peers, giving reasons for their choices</p>		
<p>identifying and discussing themes and conventions in and across a wide range of writing</p>				

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		<p>making comparisons within and across books</p>		
		<p>learning a wider range of poetry by heart</p>		
		<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>		
		<p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>		
		<p>asking questions to improve their understanding</p>		
		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		
		<p>predicting what might happen from details stated and implied</p>		
		<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>		

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		<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views.</p>		
Science	<p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<p>Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. Ask relevant questions.</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. 	Revisit key vocabulary linked to the topic.	

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	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <p>Understand evolution and inheritance This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p> <p>Investigate light and seeing. This concept involves understanding how light and reflection affect sight.</p> <p>Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.</p>	<ul style="list-style-type: none"> • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 		
History	<p><u>Conflict</u> Looking at major conflicts the world has seen. <u>Stone, Bronze, Iron Age</u> from <i>peaceful into conflict.</i> <i>Romans 'a war machine' and Boudica Hadrian's wall (Year 3 link)</i> <u>The Vikings and Anglo saxons</u> <i>See Chris Quigly doc.</i></p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, catagorise, identify patterns, organise, modify, predict, interpret, summerise, make observations, estimate, compare</p>	As year 3	

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	<p>1066 onwards: eg Peasants revolt, War of the roses, Civil war, Reformation</p> <p>Mayans</p> <p>WW1 /WW2</p>	<p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>		
<p>Geography</p>	<p>Earthquakes, Zones and Volcanoes</p> <p>To investigate patterns and places- earthquakes, mountains and volcanoes, where natural resources are found, how countries are linked.</p> <p>Human and Physical Features</p> <p>Key locational coverage could include:</p> <p>Ring of Fire- volcanoes and earthquakes. Location of countries around it</p> <p>Types of volcanoes found there</p> <p>How communities and engineers deal with volcanoes and earthquakes.</p> <p>Pros/ cons of living near/ in location of volcanoes/ earthquakes.</p> <p>Economic, social impact on people</p> <p>Temperature zones from poles to tropics</p> <p>How vegetation/ animals differ</p> <p>Location in world and to each other</p> <p>Relationships and patterns between zones</p> <p>Mountain chains of the world</p> <p>Location and how they have formed over time</p>	<p>Describe and understand key aspects of physical and human geography.</p> <p>Understand some reasons for geographical similarities and differences between countries.</p> <p>Use a range of resources to give detailed descriptions and opinions of features of locations.</p> <p>Use different types of fieldwork sampling to measure and record human and physical features (local area).</p> <p>Analyse and give views on the effectiveness of geographical representations (aerial images, maps, topological maps)</p> <p>Use the eight points of a compass, four figure grid references, symbols (standard ordnance survey symbols) and keys.</p>	<p>Identify and describe lines of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Name and locate countries and cities of the world and identify their features.</p>	<p>VR Experiences??</p> <p>Workshops into school??</p> <p>Global Learning Workshops??</p>

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	<p>Life resources- water, food, energy Places where these are found Compare/ contrast these places How scientists are trying to develop new energy resources/ technologies</p> <p>Precious economic resources- metals, diamonds, energy Where they are found eg South Africa, Russia, China, Australia Compare/ contrast these places</p> <p>Economic activity in different zones around the world How countries trade natural resources Concerns of overuse of natural resources- rainforest timber, fish, helium etc Economic, social, environmental consequences</p> <p>Mining- link to natural resources and precious resources around the world. Where mines are eg Mponeng Gold Mine, Kidd Creek Copper and Zinc Mine, Jubilee Diamond Mine, . How resources are mined Machinery used to extract natural resources</p>			
Art	<p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p>Digital art Print Collage</p>	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can:</p>		<p>Links with Kirkleatham Museum or other local museums.</p>

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	<p style="text-align: center;">Drawing</p> <p>Animation - erupting volcano or earthquake.</p> <p>Mayans - headdresses and/or masks using collage.</p> <p>Conflict - fighting Drawing showing movement etc. Links nicely with the old QCA art planning called 'People in action' unit 6A or B ?? I think</p> <p>Roman conflict - mosaics.</p> <p>Romans - Mosaics Printing temples, walls, castles etc</p> <p>Stones Age - Cave drawings with charcoal.</p> <p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>WW2 artists -</p> <p>Artists who paint or paintings which show conflict: The wolves - Balkan war Old Seas - Rick Amor</p>	<p>Research artist What inspired them Draw parts of their work - through picture frame, Re-create parts or all of their work through 4 main techniques - digital media, drawing, collage, print. Use artist as inspiration for their own creations. Ransack Reading - from daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p>		

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DT	<p>More creative themes for learning – Shake things up and other structures Earthquake zones – how building are structured to face this Shake things up – testing prototypes Create buildings from blocks and shapes – Jenga, Tetris, angry birds structures. Architecture throughout the ages – sugar cube arch challenge Strengthening materials – rolling, folding and combining. (Paper chain challenge) Tin foil tower / spaghetti structure / house of cards Great bridge challenge – building a suspension bridge at least ½ m long</p> <p>Take inspiration from design throughout history Appreciation of design process that has influenced the products we use in everyday life. <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. </p>	<p>To design, make, evaluate and improve.</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p>To master practical skills – Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <i>(Make Bayeux tapestry)</i></p> <p>To master practical skills: Construction</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>To master practical skills – Food</p> <ul style="list-style-type: none"> • <i>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</i> <ul style="list-style-type: none"> • <i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</i> 	<p>Y6 provision box: Cutting, finishing, joining materials according to milestone objectives.</p> <p>DD opportunities:</p> <p>History of local structures and links to the wider world – Sydney harbour bridge, Transporter bridge</p> <p>Where in the world? – Architecture and structures around the world.</p>	Visit transporter bridge

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Computing	<p>To code - progression from Year 5 algorithms to include: Children can produce different algorithms to solve the same problem. Variables and lists- There are different types of data storage, introduce an array which can store a list of data. Sensing - create conditions for actions Control & Events - Understand that IF/ELSE provide the code with a mean of choice. Repetition: To extend with loops that run until a condition is met WHILE , FOR Looks - set appearance of objects and sequence of change (LED on microbit) Debugging: Children can identify if their program has worked as expected. Decomposition- Begin to understand how decomposition in chunks makes it more manageable.</p> <p>ToodleBit - Unit 6 End product = anemometer and Unit 7 = Using sensors and buggies See separate document ToodleBit progression of skills, planning documents and online resources.</p> <p>To communicate - Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>(WW2 rationing recipes)</p>		
		<p>To understand online risks Cyber bullying, staying safe online, understand effects of online comments and show responsibility. N.O.S documents/activities - sent out each half term by Mrs AL</p> <p>To code: On-going application of key coding concepts. Provision afternoons to include challenges for: Scratch/ pyonke, 2Code</p> <p>To communicate - Use a range of applications to present work, ideas and messages across the curriculum. Guided reading character profile, email response, literacy, geography, history, DT photograph and annotate on showbie (evaluation/planning stage)</p> <p>To connect - Blog as part of weekly routine - Pair up with Y5 to respond to comments and make purposeful communication. Guided reading text, enquiry based, debate, British values, picture news...etc. Padlet - link (within IAT)</p>	<p>Vocab - input, output, debug, variable, sensing, hardware, software decomposition, plagiarism, online communities,</p> <p>Maths links Data base, spread sheets (part of maths mission/ provision / real life context)</p> <p>DT / Science/Geography Toodlebit end products</p> <p>Anemometer - measure wind speed. Collect data and present.</p>	<p>Safer Internet Day Tuesday 11th February</p> <p>Inspire 2 Learn event - check calendar when released.</p> <p>Toodle Bit - Club from Y3- Y6</p>

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	<p>Microsoft eamiil account, Showbie (screen shot upload/edit documents), Notebook/EE, Purplemash - spreadsheets/data bases – link to maths missions/ curriculum areas. Adobe Spark – individual child log in email? Pages</p> <p>To connect - Collaborate with others online on a blog moderated by a teacher. 2Blog - Purplemash, 2 Write (collaborative feature for provision tasks, literacy dash board) Create Padlet link with other school (in IAT?)</p> <p>To collect - Select appropriate applications to devise, construct and manipulate data in an effective and professional manner Follow Purplemash year group specified unit for data bases/ spread sheets (initially) Numbers app on ipad</p>			
Music	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Performances Solo/class - peer assessments of performances at end of block of teaching/ mid-block - playback Charanga - weekly coverage</p>	<p>Perform - Understanding music is created to be performed. Compose - Understanding music is created through a process which has a number of techniques. Describe Music - Appreciating the features and effectiveness of musical elements. Transcribe - understanding that compositions need to be understood by others and that there are</p>	<p>Listening to music coming in and leaving school - weekly/2 genre/ style - appraise end of week. Classical/ pop/ rock/ hip-hop/ contemporary/ Jazz- blues/ reggae/ early music/ baroque/ 2th century/ romantic/ Latin/ Motown</p>	<p>World Music Day - 21st June Earth beat centre session - performing Christmas performance</p>

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	<p>Improvise and compose music using the inter-related dimensions of music separately and in combination. Cover all IRD of music. IRD music - pulse, rhythm, pitch, dynamics, tempo, timbre, structure + notation Compose music - performances Listening centre - charanga weekly coverage</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. <i>Charanga - weekly coverage</i></p> <p>Use and understand the basics of the stave and other musical notations. <i>Charanga - weekly coverage</i> Rhythm grids Percussion writer Charanga music world - supports and builds on learnt music notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. <i>Charanga - weekly coverage</i> Culture links Great composers - reflecting time in history - Jazz Medieval period music WW1 great composers - early 20th century</p>	<p>techniques and a language for communicating them.</p>	<p><i>Numer rock - maths links</i></p> <p>Supermovers</p> <p>Provision - listening centre listening to/ appraising different genres of music covered- assessment of recorded own/ peer performances</p> <p>Charanga music world</p>	

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	<p>WW2 great composers - mid 20th century Develop an understanding of the history of music. <i>As above</i> Listening to composers linked to time in history. Weekly genre/ style coverage</p> <p>Topic Links Romans - Donna Minto WW1 WW2</p>			
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games, Dance, Gymnastics, Athletics, Swimming, OAA Different ways of travelling Walking, running, hopping, skipping, jumping. Rolling, throwing, bouncing, kicking, catching, defending, attacking Bending, stretching, bounding, leaping, tucking, kicking, collecting, stretching, bracing</p>	<p>15 minute run x 3 a week 5 a day TV Active lessons</p>	<p>Cross country, athletics, rugby, swimming, hockey,</p>
RE/Culture	<p>Understand beliefs and teachings To understand the key teachings of various religions. Understand practices and lifestyles To understand the day to day lives and practices of various religions. Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas. Comparing religions – beliefs, holy book, practices (water in religion, pilgrimages)</p>	<p>Explain shared beliefs between religions Compare and contrast lifestyles of religious groups Identify and explain ways people show their beliefs Reflect ask questions and give opinions, acknowledge others may hold different views (respect) Understand Values explain and describe how values affect behaviour and actions (links to British Values)</p>	<p>Recall names of main religions Recall key vocab from Christianity and other religions- place of worship, main God, holy book, symbols, festivals, artefacts, related stories.</p>	

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PSHCE Keeping Safe				
British Values	Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance.	Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness		
MFL	<p>Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Use a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, from present, past and future. • Show confidence in reading aloud, and in using reference materials. <p>Write imaginatively</p> <ul style="list-style-type: none"> • Write short texts • Use knowledge of grammar • Use dictionaries or glossaries to check words. • Include imaginative and adventurous word choices. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. 		<p>Conversation in French (hello, goodbye, name, age, favourites, live, school)</p> <ul style="list-style-type: none"> • Asking and answering of basic questions to seek information • Can they read, write and speak a response. <p>Understand cultural gestures - act, perform and explain the culture behind an action (hello, goodbye, good luck etc)</p> <p>Count to 50 - read, write and speak</p> <ul style="list-style-type: none"> • Can they apply it to time/dates/ objects in the classroom/playground. <p>Days/months - write the date - answer Questions</p>	

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	<ul style="list-style-type: none"> • Vary language and produce extended responses. • Be understood with little or no difficulty. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country <p><u>Will need stand alone lesson for the topics to be taught:</u> Towns/places Shopping and everyday objects The world around us Time/date/year/ month/ season</p>		<p>about birthday and write their own.</p> <p>Colours - rainbow Sing rainbow song Identify colours of objects to be able to write imaginatively</p> <p>Word definition (word of the week) - use dictionaries to write and read words.</p> <p>Feelings/opinions and preferences</p> <ul style="list-style-type: none"> • Can children prepare sentences about what they prefer and verbalise it to someone else to understand. 	