

Back Soon...

UKS2 Autumn 2020

Key Question - Which virtual location will be most interesting and inspiring to explore?

Subject	Content to be covered	Key Skills	Key Vocabulary
Literacy	<p>Writing: Create stories based on our class novel 'Kensuke's Kingdom'. Descriptive writing- writing about a scary situation and of the island. Persuasive text- arguments and letters Newspaper Article about a boy lost at sea Story summaries Adventure stories.</p> <p>Reading: Reading aloud, understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience, predict what might happen from details stated or implied, identify and explain how language is used to help the reader visualise the setting, characters and events, to use an increasing range of technical terms in</p>	<p>Writing: I can spell some words with silent letters. I can recognise and use spellings for homophones and other often-confused words. I can use a dictionary to check spelling and meaning I can identify the audience and purpose before writing, and adapt accordingly. I can select appropriate grammar and vocabulary to change or enhance meaning. I can develop setting, atmosphere and character, including through dialogue. I can précis longer passages. I can use a range of cohesive devices. I can use advanced organisational and presentational devices. I can use the correct tense consistently throughout a piece of writing. I can ensure correct subject and verb agreement. I can perform compositions using appropriate intonation, volume and movement.</p>	<p>Modal Verbs, commas to avoid ambiguity commas to separate clauses, subordinate clauses, nouns, verbs, adjectives and adverbs, main and subordinate clauses. Word classes, passive voice, relative clauses, adverbs, punctuation, character, setting, inference, deduction,</p>

appraising texts, such as metaphor, simile, analogy, imagery, style and effect, develop detailed and reasoned justifications for their views, based on inference and deduction, provide reasoned justifications for their views. summarise key points in the story, participate in discussions about a book they have read, to read words effortlessly.

SPaG:

Modal Verbs, commas to avoid ambiguity and clarify meaning, commas to separate clauses, subordinate clauses, identify nouns, verbs, adjectives and adverbs, main and subordinate clauses. Word classes, passive voice, relative clauses, adverbs, punctuation for speech and silent letter spelling.

I can use a thesaurus.

I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses.

I can convert nouns or adjectives into verbs.

I can use adverbials of time, place and number for cohesion.

I can recognise vocabulary and structures that are appropriate for formal use.

I can use passive verbs to affect the presentation of information.

I can use the perfect form of verbs to mark relationships of time and cause.

I can recognise differences in informal and formal language.

I can use grammatical connections and adverbials for cohesion.

I can use ellipsis

I can use commas to clarify meaning or avoid ambiguity.

I can use brackets, dashes and commas to indicate parenthesis.

I can use hyphens to avoid ambiguity

Use semi-colons, colons and dashes between independent clauses.

I can use a colon to introduce a list.

I can punctuate bullet points consistently.

Reading:

		<p>I can use knowledge of morphology and etymology to read aloud and understand new words.</p> <p>I can make comparisons within and across books.</p> <p>I can read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.</p> <p>I can identify and discuss themes and conventions across a wide range of writing.</p> <p>I can discuss understanding of texts, including exploring the meaning of words in context.</p> <p>I can ask questions to improve understanding of texts</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details.</p> <p>I can predict future events from details stated and implied.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can discuss how authors use language, including figurative language, to affect the reader.</p> <p>I can make book recommendations, giving reasons for choices.</p> <p>I can participate in discussions about books, building on and challenging ideas.</p> <p>I can explain and discuss understanding of reading</p> <p>Participate in formal presentations and debates about reading.</p> <p>I can provide reasoned justifications for views.</p> <p>SPaG:</p>	
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<p>Maths</p>	<p>Read, write, order and compare numbers (up to 7 digits)</p> <p>Identify the value of each digit</p> <p>Round whole numbers to the nearest 10,100,1000</p> <p>Use negative numbers in context, counting forwards and backwards across zero</p> <p>Add and subtract whole numbers with more than 4 digits, including using efficient written methods (column addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Solve addition and subtraction word problems</p>	<p>I can use negative numbers to calculate intervals across zero</p> <p>I can divide numbers using long division, interpreting the remainders as appropriate</p> <p>I can use order of operations to carry out calculations</p> <p>I can use common factors to simplify fractions</p> <p>I can compare and order fractions of any size</p> <p>I can add and subtract fractions with different denominators and mixed numbers</p> <p>I can multiply simple pairs of proper fractions</p> <p>I can divide proper fractions by whole numbers</p> <p>I can calculate decimal fraction equivalents for simple fractions</p> <p>I can multiply a number with up to two decimal places by whole numbers</p> <p>I can use written division with answers of up to two decimal places</p> <p>I can solve problems involving the calculation of percentages</p> <p>I can recall and use equivalences between fractions, decimals and percentages</p> <p>I can solve problems using ratio using multiplication and division facts</p>	<p>order compare most, least fewer, fewest positive, negative above/below zero greater than (>), less than (<), equal to (=) round, estimate, approximately place value partition hundreds, thousands digit, calculate, mental calculation, written calculation number sentence sign, operation, symbol inverse equation informal method jottings, diagrams, pictures, images</p>

	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Solve problems involving multiplication and division,</p> <p>Use effective written methods (long multiplication and long division)Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions >1</p> <p>Add and subtract fractions with different denominators and mixed</p>	<p>I can recognise and use square and cube numbers, and know the notation</p> <p>I can use rounding to check answers and determine accuracy</p> <p>I can identify multiples and factors, including finding factor pairs and common factors calculations</p> <p>I can use vocabulary: prime numbers, prime factors and composite numbers</p> <p>I can know prime numbers</p> <p>I can multiply and divide numbers by 10, 100 or 1000, including decimals</p> <p>I can use long multiplication for multiplying numbers of up to 4 digits by one or two digits</p> <p>I can divide numbers using standard written short division</p> <p>I can convert between mixed numbers and improper fractions</p> <p>I can compare and order fractions whose denominators are multiples of the same number</p> <p>I can identify, name and write equivalent fractions including tenths and hundredths</p> <p>I can add and subtract fractions with denominators that are multiples of the same number</p>	<p>add, plus (+)</p> <p>makes, sum, total,</p> <p>altogether</p> <p>subtract, minus (-), take away,</p> <p>leaves, difference</p> <p>mixed operations</p> <p>fraction half,</p> <p>halfway between</p> <p>halve, quarter,</p> <p>whole part, equal parts, one whole,</p> <p>parts of a whole,</p> <p>number of parts</p> <p>left over one-half,</p> <p>one quarter, three quarters, one whole unit</p> <p>fraction, proper fraction mixed number, graph, pie chart, diagram, list,</p> <p>problem, pattern number sentence</p> <p>explain, show me</p> <p>record method,</p> <p>predict, reason, reasoning</p> <p>relationship rule,</p> <p>sequence formula</p> <p>strategy</p> <p>consecutive</p>
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	<p>numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>Identify 3d shapes including cubes, cuboids and other shapes from 2d drawings</p> <p>Illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Interpret bar charts, pie charts and line graphs and use these to solve problems</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p>		
<p>Science</p>	<p>Space and Earth Describe the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained.</p>	<p>Space and Earth: I can explain why we know the Sun, Earth and Moon are spherical. I can identify scientific evidence which does or does not provide evidence for an idea or argument.</p>	<p>Space and Earth Sun, star, moon, planet, sphere, spherical bodies, satellite, orbit, rotate, axis,</p>

	<p>Identify scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliotheories.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the shift from heliocentric models of the solar system to geocentric models.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth's rotation.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth.</p> <p>Report on and present findings from enquiries, including conclusions, in oral</p>	<p>I can name and describe features of the planets in our solar system.</p> <p>I can order the planets in our solar system.</p> <p>I can explain day and night and the apparent movement of the sun across the sky.</p> <p>I can identify scientific evidence which does or does not provide evidence for an idea or argument.</p> <p>I can investigate night and day in different parts of the Earth.</p> <p>I can report and present findings from enquiries.</p> <p>I can explain the movement of the Moon.</p> <p>Forces:</p> <p>I can identify forces acting on objects.</p> <p>I can explore the effect gravity has on objects and how gravity was discovered.</p> <p>I can investigate the effects of air resistance.</p> <p>I can explore the effects of water resistance.</p> <p>I can investigate the effects of friction.</p> <p>I can explore and design mechanisms.</p>	<p>geocentric model, heliocentric model, astronomer (Copernicus, Kepler, Galileo)</p> <p>Forces</p> <p>Forces, gravity, Earth's gravitational pull, weight, mass, friction, air resistance, water resistance, buoyancy, streamlined, mechanism, Isaac Newton, pulley, levers, cogs</p>
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and written forms such as displays and other presentations in the context of investigating night and day.
Describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects.

Identify the effects of air resistance, water resistance and friction by identifying forces acting on objects.

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects.

Identify the effects of air resistance by investigating the best parachute to slow a person down.

Identify the effects of water resistance by creating and racing streamlined boats.

I can identify the effects of friction by investigating brakes.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism.

Geography

Describe geographical features of the UK and its countries (area, population, national symbols).

Name the regions of the UK.

Identify and name the counties of the UK.

Identify human and physical characteristics including hills, mountains, rivers and seas.

Name and locate mountain ranges in the UK.

Identify and name the countries that make up Scandinavia.

Locate Scandinavia's countries and major cities on a map.

Name and locate the countries of North and South America.

Locate and name the capital cities of North America.

Use their understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.

Use graphs to compare the climates of London, Copenhagen and Umeå.

Compare and contrast the human and physical geography of an area in the UK, The Americas and Scandinavia.

I can use given clues to locate the counties of England on a map.

I can use climate maps to describe areas of different climates.

I can locate Scandinavia's countries and major cities on a map.

I can use a climate map to identify areas of different climates in Scandinavia.

I can locate the countries of North and South America on a map.

I can use political maps and climate maps to identify the climate zones of South America.

I can use a time zone map to state what the time would be in different places in North America compared to the UK and vice versa.

I can use a topographical map to locate the mountain ranges of South America.

I can use a map of plate tectonics to identify the location of the Andes.

I can create a colour key on a map of South America to denote key industries.

I can plan and undertake fieldwork in my local area.

I can present my learning in creative ways.

Continent, country, city, Scandinavia, North America, South America, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone. Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system. Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano,

Use a climate map to identify areas of different climates in Scandinavia.

Use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America.

Explore the human and physical features of a particular town or city in the UK.

Identify physical and human geographical features of the local area.

Explain the difference between a mountain and a hill.

Describe how mountains are formed.

Understand and explain the difference between an ocean and a sea.

Use photographs to describe what the landscape of Scandinavia is like.

Use evidence to suggest what the weather and climate in Scandinavia might be like based on its location in the world.

Identify and describe different climates in Scandinavia (marine west coast, humid continental, subarctic and tundra climates).

Use line graphs and bar charts to explore the climate of different cities in Scandinavia and The Americas.

Name and describe some of the physical features of Norway, including glaciers, waterfalls and mountains

biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph.

	<p>Describe the physical geography of Norway, Sweden and Denmark explain how it is very different.</p> <p>Research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</p> <p>Describe some of the major geographical features of The Americas (Grand Canyon, Niagara Falls, Hubbard Glacier, Andes mountain range) and how they are formed.</p> <p>Explain what a volcano is and how they are formed.</p> <p>Explore how people use the Andes for things like natural resources, hydroelectric dams and tourism.</p> <p>Identify the main industries of South America (agriculture and timber).</p> <p>Use independent research to find out key details of the human and physical geography of a particular North or South American country.</p>		
<p>Art</p>	<p>ANDY WARHOL, LICHTENSTEIN, ANISH KAPOOR, BRENDAN JAMISON, BANKSY</p> <p>Give details (including own sketches) about the style of some notable artists, designers and artisans.</p> <p>Critiques the work of a variety of artists</p> <p>Show how their work was influential in both society and to other artists.</p>	<p>I can express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I can use subject specific vocabulary when describing art</p> <p>I can use inspiration from famous artists to replicate a piece of work;</p> <p>I can reflect upon their work inspired by a famous notable artist and the development of their art skills;</p>	<p>Key vocabulary:</p> <p>artist, painter, techniques, pattern, sculpture, model, expressionism, post-impressionism, pointillism, realism, figure,</p>

	<p>Create original pieces that show a range of influences and style</p>		<p>fantasy, landscape, naïve art, tapestry, wallpaper, fabric, modernism, graphic art, Pop art, graffiti, street art, sculptor, modern art,</p>
<p>DT</p>	<p>MAKING FOCUS Develop design criteria to inform the design of innovative, functional, appealing products that are for a purpose Produce clear plans, explaining choices of materials, techniques etc and include illustrations from a variety of perspectives/views Understand how cams, pulleys and gears can be used in a variety of ways to create movement and include these in the design Measure, mark out, cut and assemble carefully Use a variety of tools safely Develop finishing techniques which strengthen and improve appearance and functionality Evaluate product against design criteria and present findings</p>	<p>I can research and design a range of interesting, useful and appealing products that are aimed at certain people or groups. I can develop and communicate my ideas through discussion. I can develop and communicate my ideas through sketches. I can develop and communicate my ideas through diagrams. I can develop and communicate my ideas through models. I can develop and communicate my ideas through patterns. I can develop and communicate my ideas through computer-aided design. I can select from and use tools and equipment to perform tasks (for example cutting, shaping, joining and finishing). I can select from and use a wider range of materials, including construction materials, textiles and ingredients, according to how useful and attractive they are. I can explore products, say how good they are and explain how they could be better. I can explain how good my own product is, listen to the views of others and explain ways I could make it better.</p>	<p>Key Vocabulary: automata, automaton, cam crank, input lever linear linkage mechanical, mechanism, oscillating output reciprocating rotary structure system</p>

		<p>I understand how key events and people in design and technology have helped shape the world.</p> <p>I can explore and use things like gears, pulleys, cams, levers and linkages in my product.</p>	
<p>PE</p>	<p>Netball</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>I can demonstrate different passes used in netball.</p> <p>I can shoot accurately in a range of ways</p> <p>I can throw in from a side line</p> <p>I can show an increasing awareness of space</p> <p>I can complete different types of dodges</p> <p>I can keep or win back possession of the ball in a team game</p> <p>I can choose the best tactics for attacking or defending.</p> <p>I know when to pass the ball in a game situation</p> <p>I can demonstrate different passes used in netball and know the best pass to use in a game situation</p> <p>I can shoot with speed and accuracy in a range of ways</p> <p>I can effectively throw in from a side line and advice my team to be able to keep the ball once thrown in</p> <p>I can show a good awareness of space</p> <p>I can complete different types of dodges and know the best dodge to use in a game situation</p> <p>I can keep and win back possession of the ball effectively</p> <p>I can think ahead and create a plan of attack or defence</p>	<p>Line</p> <p>Footwork</p> <p>Landing</p> <p>Pivot</p> <p>Land</p> <p>Lead</p> <p>Dodge</p> <p>Defend</p> <p>Shadow</p> <p>Goal post</p> <p>Bounce pass</p> <p>Chest pass</p> <p>Shoulder pass</p> <p>Contact</p> <p>Obstruction</p> <p>Held ball</p> <p>Offside</p> <p>Out of court</p>

	compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Music	<p>Composer: Gustav Holst (1874 - 1934) and his composition -The Planets Suite focussing on 'Mars'</p> <p>To listen and reflect on a piece of orchestral music with awareness of the different sections such as brass, strings, percussion and how they sound.</p> <p>To learn musical motifs from Holst's Mars.</p> <p>To invent their own musical motifs and structure them into a piece.</p> <p>To perform as an ensemble.</p> <p>To learn musical language appropriate to the task.</p> <p>Using musical notation to compose a piece of music with added dynamics.</p>	<p>I can develop a structure for a vocal piece and create graphic scores</p> <p>I can explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</p> <p>I can use the musical dimensions to create and perform music for a given planet.</p> <p>I can evaluate and refine compositions with reference to the inter-related dimensions of music</p> <p>I can create sounds for a film of the planets, following a timesheet</p> <p>I can revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p> <p>I can compose programme music from a visual stimulus using planets or other space entities.</p>	<p>a capella</p> <p>motif</p> <p>rhythm</p> <p>texture</p> <p>timbre</p> <p>dynamics eg fortissimo, crescendo, decrescendo, legato, staccato</p> <p>expression</p> <p>form</p> <p>time signatures</p> <p>bar line</p> <p>semibreve</p> <p>crochet</p> <p>minum</p> <p>rest</p> <p>quaver</p> <p>semi quaver</p> <p>Gustav Holst</p> <p>composer</p>
Computing	<p>Online Safety</p> <p>Recap rules and why they are in place</p> <p>Recap Online safety taught so far and brainstorm existing knowledge</p> <p>Discuss current internet use within the home (including family)</p>	<p>I understand how they can provide multiple services, such as the world-wide web</p> <p>I understand the opportunities they offer for communication and collaboration</p>	<p>RULES</p> <p>HARM</p> <p>DANGERS</p> <p>RISK</p> <p>ONLINE</p> <p>STRANGERS</p>

	<p>Recap SMART rules, CEOP button, etc Share latest online safety material Look at a range of podcasts and see how they are arranged as a series of recordings. Could produce a single episode covering all of the smart rules but it is better to plan a series. Different groups or pairs of children could work on different letters of the word SMART with a group producing an introductory podcast which sets the scene. Plan the content and work out how to explain each one Create a new file and record. Save files. Edit and improve the audio presentation by combing media from a variety of sources Add theme music. Share podcasts with others and evaluate contents in relation to the safety information contained.</p>	<p>I can select a variety of software (including internet services) on a range of digital devices to accomplish given goals I can use a variety of software (including internet services) on a range of digital devices to accomplish given goals I can analyse information I can evaluate information I can present information I can use technology safely and responsibly I can use technology respectfully I can recognise acceptable/unacceptable behaviour I can identify a range of ways to report concerns about content and contact</p>	<p><i>PERSONAL INFORMATION PRIVATE RESPECT SAFE MEET ACCEPT RELIABLE TELL CYBER CRIME</i></p>
<p>PSHE</p>	<p>What positively and negatively affects their physical, mental and emotional health To recognise how images in the media (and online)do not always reflect reality and can affect how people feel about themselves. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>I know to make informed decisions about health I know about the elements of a balanced, healthy lifestyle I know about choices that support a healthy lifestyle, and recognise what might influence these I know how to recognise that habits can have both positive and negative effects on a healthy lifestyle I know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>	<p>positive negative feelings image media mental health Healthy lifestyle</p>

	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>I know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>I can recognise that feelings can change over time and range in intensity</p> <p>I know about everyday things that affect feelings and the importance of expressing feelings</p> <p>I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>I know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	
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<p>MFL</p>	<p>Identify how verbs change depending on the subject.</p> <p>Explain to someone why they do something.</p> <p>Locate new vocabulary in a bilingual dictionary.</p> <p>Describe the position of places in French towns.</p> <p>Use French terms for mathematical activities.</p> <p>Follow and respond to an audio presentation.</p> <p>Identify and apply spelling patterns.</p>	<p>I can make sentences with a habiter (to live).</p> <p>I can choose the correct form to go with the subject of the sentence.</p> <p>I can listen to and join in a song.</p> <p>I can recognise key words and phrases and respond.</p> <p>I can vary the noun and verb appropriately for my purpose.</p> <p>I can talk about what there is to do in my town.</p> <p>I can use gestures to support what I am saying.</p> <p>I can use a bilingual dictionary.</p> <p>I can identify places in a French town or city.</p> <p>I can use simple prepositional phrases.</p> <p>I can ask/answer questions about where a place is.</p> <p>I can use appropriate words for number operations.</p> <p>I can compare and order numbers up to 1000.</p> <p>I can listen for familiar vocabulary.</p> <p>I can use prior learning to help me make informed guesses.</p> <p>I can recognise and use ordinal numbers.</p> <p>I can apply a spelling pattern to make a new word.</p>	<p>Towns and Cities:</p> <p>car park</p> <p>Parking</p> <p>Post office</p> <p>Bureau de poste</p> <p>Museum</p> <p>Musée</p> <p>Library</p> <p>Bibliothèque</p> <p>Police station</p> <p>Poste de police</p> <p>Train station</p> <p>Gare</p> <p>Laundromat</p> <p>Laverie</p> <p>Park</p> <p>Parc</p> <p>Bus station</p> <p>Arrêt de bus</p> <p>Zoo</p> <p>Zoo</p> <p>School</p>

I can join in with a song or poem to help me remember a new language.

École
House
Maison
Apartment
Appartement
In the city
En ville
Capital
Capitale
Downtown
Centre-ville
Center
Centre
Harbor
Port
Parking garage
Parking couvert

Numbers/Maths:
l'opération
égale, font,
ça fait result le
résultat
l'addition +
plus, et sum la
somme la
soustraction -
moins difference
la différence
la multiplication ×
multiplié par, fois
product
le produit

			la division ÷ or / divisé par, sur quotient le quotient
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