



Key concepts: Speaking & listening, reading and writing

Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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YEAR 3 & 4	Speaking	Listening	Reading	Writing
Basic greetings Numbers 1-20	<p><u>Cycle 1 &amp; 2</u></p> <p>Children to say and repeat single words and short simple phrases                      – greeting someone with bon jour, salut, comment ca va, ca va bien, ca va mal                      – saying oui, non, s’il vous plait, merci                      – saying Je m’appelle,,and J’ai..ans                      – numbers 1-20</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Using songs, rhymes and stories.                      Children understand a few familiar spoken words and phrases                      – simple greetings                      – the question ‘Comment ca va?’ and appropriate responses.                      – a person’s name and age                      – numbers 1-20</p>	<p><u>Cycle 1</u></p> <p>Children can recognise and read out a few familiar words and phrases from what they have learned so far.</p> <p><u>Cycle 2</u></p> <p>Children can recognise and read out familiar words and phrases from a given piece of text.</p>	<p><u>Cycle 1</u></p> <p>Children can write or copy simple words correctly                      – simple greetings and numbers</p> <p><u>Cycle 2</u></p> <p>Children can select appropriate words to complete short phrases or sentences.                      Children can write a short personal description.</p>
Days of the week Colours	<p><u>Cycle 1 &amp; 2</u></p> <p>Children to say the days of the week in order.                      Children to say the colours from the colour wheel.</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Using songs, rhymes and stories.                      Children understand a few familiar spoken words</p>	<p><u>Cycle 1</u></p> <p>Children can recognise and read out a few familiar words and phrases from what they have learned so far.</p>	<p><u>Cycle 1</u></p> <p>Children can write or copy a few simple words correctly                      – days of the week and basic colours</p>

		-days of the week and colours	<p><u>Cycle 2</u></p> <p>Children can recognise and read the days of the week and the colours from the colour wheel</p> <p>Children can complete matching activities.</p>	<p><u>Cycle 2</u></p> <p>Children can write the days of the week in order and correctly write colours next the appropriate coloured picture.</p>
Family and friends	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to answer simple questions and give basic information</p> <ul style="list-style-type: none"> <li>- saying where I live</li> <li>-whether I have brothers and sisters</li> <li>-when my birthday is</li> </ul>	<p><u>Cycle 1 &amp; 2</u></p> <p>Using songs, rhymes and stories.</p> <p>Understand a range of familiar spoken phrases</p> <ul style="list-style-type: none"> <li>-basic phrases concerning myself, my family and school</li> <li>- pets</li> </ul>	<p><u>Cycle 1</u></p> <p>Children can understand and read out a few familiar words and phrases relating to themselves and family members.</p> <p><u>Cycle 2</u></p> <p>Children can read and understand a short personal description about someone's family and friends.</p>	<p><u>Cycle 1</u></p> <p>Children can write or copy a few simple words relating to friends and family.</p> <p><u>Cycle 2</u></p> <p>Children can write a short description about themselves and their family.</p>
Pets	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to say and repeat single words</p> <ul style="list-style-type: none"> <li>-types of pet</li> </ul> <p>Children will be able to answer simple questions and give basic information</p> <ul style="list-style-type: none"> <li>--whether I have a pet</li> </ul>	<p><u>Cycle 1 &amp; 2</u></p> <p>Using songs, rhymes and stories.</p> <p>Understand a few familiar words and spoken phrases</p> <ul style="list-style-type: none"> <li>- types of pets</li> <li>- who has which type of pet</li> </ul>	<p><u>Cycle 1</u></p> <p>Children can understand and read out a few familiar words and phrases relating to pets.</p> <p><u>Cycle 2</u></p> <p>Children can read and understand written phrases about pets-</p>	<p><u>Cycle 1</u></p> <p>Children can write or copy a few simple words correctly relating to pets.</p> <p><u>Cycle 2</u></p> <p>Children can write one or two short</p>

	- which type of pet I like		- someone writing about their pets.	sentences about pets and fill in the words on a simple form They begin to spell some commonly used words correctly.
Sports/hobbies	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to answer simple questions and give basic information</p> <p>- which sports I like and dislike</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Using songs, rhymes and stories.</p> <p>Understand a range of familiar spoken phrases</p> <p>- sports/hobbies (likes/dislikes)</p>	<p><u>Cycle 1</u></p> <p>Children can understand and read out a few familiar words and phrases relating to sports (likes/dislikes)</p> <p><u>Cycle 2</u></p> <p>Children can read and understand written phrases about sports-</p> <p>- someone writing about their likes and dislikes</p>	<p><u>Cycle 1</u></p> <p>Children can write or copy a few simple words correctly relating to sports/hobbies</p> <p><u>Cycle 2</u></p> <p>Children can write one or two short sentences about which sports/hobbies they like and dislike. They begin to spell some commonly used words correctly.</p>

<p>Intercultural understanding</p> <p>- All about France</p>	<p><b>Cycle 2 only</b></p> <p>Understand and respect that there are people and places in the world around me, which are different to where I live and play. Understand that some people speak a different language to my own.</p> <p>Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>			
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Years 5 &6	Speaking	Listening	Reading	Writing
Food	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to ask and answer simple questions using familiar vocabulary</p> <p>- taking part in an interview about favourite foods.</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Understand the main points from a spoken passage made up of familiar language</p> <p>- shopping list</p>	<p><u>Cycle 1</u></p> <p>Children will be able to: understand the main point(s) from short written texts</p> <p>- very simple messages on a postcard about holiday food.</p> <p><u>Cycle 2</u></p> <p>Children will be able to understand the main points and opinions in written texts from various contexts</p> <p>- postcard or letter from a pen-pal</p>	<p><u>Cycle 1</u></p> <p>Children will be able to :write a few short sentences</p> <p>- food they like and dislike</p> <p><u>Cycle 2</u></p> <p>Children will be able to write a short paragraph about a picture relating to food</p>
Shopping	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to ask and answer simple questions using familiar vocabulary</p> <p>- using a shopping list and identifying different food items.</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Understand the main points from a spoken passage made up of familiar language</p> <p>- shopping list</p>	<p><u>Cycle 1</u></p> <p>Children will be able to: understand the main point(s) from short written texts</p> <p>- identify items from a shopping list</p> <p><u>Cycle 2</u></p> <p>Children will be able to understand</p>	<p><u>Cycle 1</u></p> <p>Children will be able to :write a few short sentences</p> <p>- a shopping list</p> <p><u>Cycle 2</u></p> <p>Children will be able to write a short paragraph about what they would like to buy from the shop.</p>

			<p>the main points and opinions in written texts from various contexts</p> <ul style="list-style-type: none"> <li>- article about food</li> </ul>	
Classroom objects	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to ask and answer simple questions using familiar vocabulary</p> <ul style="list-style-type: none"> <li>- identifying classroom objects.</li> </ul>	<p><u>Cycle 1 &amp; 2</u></p> <p>Understand the main points from a spoken passage made up of familiar language</p> <ul style="list-style-type: none"> <li>- the objects found around the classroom.</li> </ul>	<p><u>Cycle 1</u></p> <p>Children will be able to: understand the main point(s) from short written texts</p> <ul style="list-style-type: none"> <li>- a list of objects found in the classroom.</li> </ul> <p><u>Cycle 2</u></p> <p>Children will be able to understand the main points and opinions in written texts from various contexts</p> <ul style="list-style-type: none"> <li>- a descriptive paragraph about classroom objects.</li> </ul>	<p><u>Cycle 1</u></p> <p>Children will be able to write a few short sentences about the objects found in the classroom.</p> <p><u>Cycle 2</u></p> <p>Children will be able to write a short paragraph relating to a picture showing objects in a classroom</p>
Clothes	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to ask and answer simple questions using familiar vocabulary</p> <ul style="list-style-type: none"> <li>- identifying clothing items</li> </ul>	<p><u>Cycle 1 &amp; 2</u></p> <p>Understand the main points from a spoken passage made up of familiar language</p> <ul style="list-style-type: none"> <li>- a description of the clothes someone is wearing.</li> </ul>	<p><u>Cycle 1</u></p> <p>Children will be able to: understand the main point(s) from short written texts</p> <ul style="list-style-type: none"> <li>- a list of clothing items someone is wanting to buy.</li> </ul> <p><u>Cycle 2</u></p>	<p><u>Cycle 1</u></p> <p>Children will be able to write a few short sentences about the clothes they are wearing.</p> <p><u>Cycle 2</u></p> <p>Children will be able to write a short</p>

			<p>Children will be able to understand the main points and opinions in written texts from various contexts</p> <ul style="list-style-type: none"> <li>- a wanted description</li> </ul>	<p>paragraph about the clothes a person is wearing in a given picture.</p>
<p>Weather Time</p>	<p><u>Cycle 1 &amp; 2</u></p> <p>Children will be able to ask and answer simple questions using familiar vocabulary</p> <ul style="list-style-type: none"> <li>- talking to a friend about what the weather is like.</li> <li>- telling the time.</li> </ul>	<p><u>Cycle 1 &amp; 2</u></p> <p>Understand the main points from a spoken passage made up of familiar language</p> <ul style="list-style-type: none"> <li>- a weather forecast</li> <li>- a TV schedule</li> </ul>	<p><u>Cycle 1</u></p> <p>Children will be able to: understand the main point(s) from short written texts</p> <ul style="list-style-type: none"> <li>- a simple weather forecast</li> <li>- a simple school timetable</li> </ul> <p><u>Cycle 2</u></p> <p>Children will be able to understand the main points and opinions in written texts from various contexts</p> <ul style="list-style-type: none"> <li>- a holiday postcard detailing the weather.</li> </ul>	<p><u>Cycle 1</u></p> <p>Children will be able to :write a few short sentences</p> <ul style="list-style-type: none"> <li>- about the weather</li> <li>- about what time things happen</li> </ul> <p><u>Cycle 2</u></p> <p>Children will be able to write a short paragraph</p> <ul style="list-style-type: none"> <li>- about the weather on a postcard</li> <li>- about the time relating to a school timetable</li> </ul>

<p>Intercultural understanding</p> <p>- All about France</p>	<p><b>Cycle 2 only</b></p> <p>Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.</p> <p>Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war</p>			
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Year Five

	<b>Historical Knowledge</b> <ul style="list-style-type: none"><li>- knowledge of events and people</li><li>- understanding chronology</li><li>- using historical vocabulary</li></ul>	<b>Historical Concepts</b> <ul style="list-style-type: none"><li>- identifying similarities and differences</li><li>- identifying cause and effect</li><li>- identifying change and trends</li></ul>	<b>Historical Enquiry</b> <ul style="list-style-type: none"><li>- asking and answering questions</li><li>- using and evaluating sources</li></ul>

Year Six

	<b>Historical Knowledge</b> <ul style="list-style-type: none"><li>- knowledge of events and people</li><li>- understanding chronology</li><li>- using historical vocabulary</li></ul>	<b>Historical Concepts</b> <ul style="list-style-type: none"><li>- identifying similarities and differences</li><li>- identifying cause and effect</li><li>- identifying change and trends</li></ul>	<b>Historical Enquiry</b> <ul style="list-style-type: none"><li>- asking and answering questions</li><li>- using and evaluating sources</li></ul>

	Years that knowledge/skills are first introduced		Progression of fieldwork and sketch mapping	
	Locational knowledge	Reading and using maps	Fieldwork	Creating and drawing maps
Y1	<ul style="list-style-type: none"> <li>*name and locate the four countries of the UK and London</li> <li>*name and locate the world's seven continents</li> <li>*identify hot and cold places in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>*use simple compass directions (North, South, East and West)</li> </ul>	Come Outside <i>What are the different parts of the school used for and why?</i> The school and its grounds	<ul style="list-style-type: none"> <li>*look at an object from above and draw it – use a visualiser and draw round it on the smartboard</li> <li>*give a basic map of the classroom and rectangles of card representing the tables – chn arrange on the map and draw around them</li> <li>*go on a walk around the school, noting what is passed on the route. On a large whole class outline map of the school, map the route taken and draw on key features passed (or place models of the features on a floor map.)</li> <li>*look at aerial views of the local area alongside maps of the same area to understand that maps are a representation of a place from a 'birds-eye view'</li> </ul>
Y2	<ul style="list-style-type: none"> <li>*name and locate the capital cities of the four countries of the UK</li> <li>*name and locate the UK's surrounding seas/oceans</li> <li>*name and locate the world's five oceans</li> </ul>			<ul style="list-style-type: none"> <li>*review understanding of maps as a representation of a place from a 'birds-eye view', using maps of the classroom and school – orienteering activities</li> <li>*outline map of Jamaica (either individual or whole class); as aspects of the country are studied, add them to the map, devising symbols for a key</li> <li>*give a basic outline map of Scarborough with some key landmarks marked on; give pictures of landmarks identified on fieldwork trip – chn position them on the map (this could be a whole class activity on a large map)</li> </ul>
Y3	<ul style="list-style-type: none"> <li>*identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>*use the eight points of the compass</li> </ul>	The UK <i>What are the similarities and differences between Mirfield and ?</i>	<ul style="list-style-type: none"> <li>*draw a map of the classroom</li> <li>*use a map of the school for orienteering activities</li> <li>*give a base map of Mirfield and a list of key features – chn place them on the map and devise a key (during or after fieldwork trip)</li> </ul>

Y4	<ul style="list-style-type: none"> <li>*identify the position and <b>significance</b> of the Equator; and the Southern and Northern Hemispheres</li> <li>*identify the position and significance of the Arctic and Antarctic circles</li> </ul>	*use four-figure grid references	<p>Romans in the UK</p> <p><i>How did the Romans impact British settlements?</i></p>	*draw a sketch map of a Roman settlement, identifying different habitats
Y5	<ul style="list-style-type: none"> <li>*identify the position and significance of the lines of longitude and latitude, including the Tropics of Cancer and Capricorn</li> </ul>	*use six-grid references	<p>The Victorians</p> <p>How did Victorian industrialisation and urbanisation change Mirfield?</p>	*draw a sketch map of the area of Mirfield mapping out the location of Victorian buildings
Y6	<ul style="list-style-type: none"> <li>*identify and understand time zones and the Prime/Greenwich Meridian</li> </ul>	*use six-grid references independently on residential	<p>Lake District Orienteering activities on residential</p> <p><i>A study of the key features of a walk through Glaramara</i></p>	Use an OS map during residential at Derwent Water and identify key features on a full day walk.