

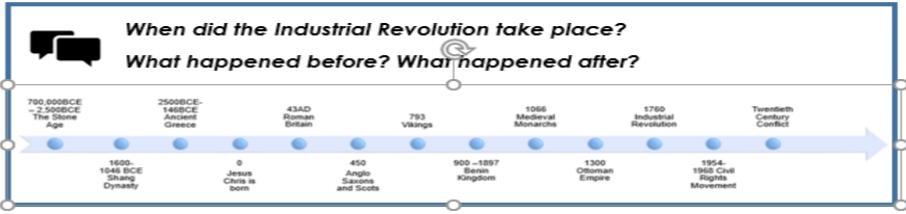

Caldew Lea Primary School



Autumn Term 2023


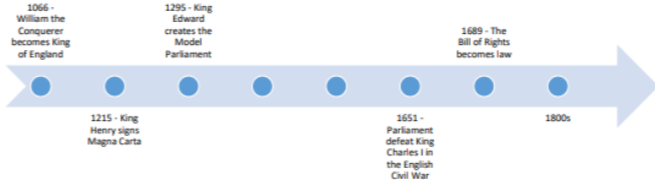
Year 5/6 Medium Term Planning

Teachers: S Shore, C Shortt, & S Katz

**History - -Industrial Revolution - 'How did the Industrial Revolution allow Britain to progress?'**

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	<p>KS1 – Significant Individuals and changes in living memory</p> <p>LKS2- Stone Age to Iron Age Britain – technological advancements</p> <p>Roman Empire</p>	<p>What was the Industrial Revolution?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> <li>The Industrial revolution was a period of significant technological and societal progression between 1760 and 1900 in Britain.</li> <li>There was a big shift in people moving from rural villages to urban cities in search of work.</li> </ul>	Chronological Understanding	Revolution, change, development, period.	<p>Step 1:</p> <p>Show the children this video <a href="https://www.bing.com/videos/search?q=industrial+revolution+industrial+revolution+ks2&amp;docid=603483535513553892&amp;mid=A393C797553D5F65A19A393C797553D5F65A19A&amp;view=detail&amp;FORM=VIRE">https://www.bing.com/videos/search?q=industrial+revolution+industrial+revolution+ks2&amp;docid=603483535513553892&amp;mid=A393C797553D5F65A19A393C797553D5F65A19A&amp;view=detail&amp;FORM=VIRE</a></p> <p>Discuss what were the key dates during this period. The nature of the class system. Population grew massively through this period.</p> <p>Display the timeline of all the history units covered in key stage two. Locate the Industrial Revolution and discuss how it is more recent than previous periods they have studied. Also identify what happened before and what happened after.</p>  <p>Step 2:</p> <p>Read through page 5 of workbook. Answering the questions verbally.</p> <p>Explain that this period saw significant changes to Britain, which was the first country in the world to industrialise.</p> <p>Now allow the children time to write what the industrial revolution was.</p> <p>(Question 5 – word bank to support = factory, opportunities, population, technology, jobs, machines)</p> <p>Task:</p> <p>Look at these images of the industrial revolution. What do they tell you about what life was like for different people living at the time?</p>  <p>Y5 = Describe what they can infer from these pictures. Y6 = Analyse sources, compare and draw inferences about what life was like.</p> <p>Extension task:</p> <p>Generate 3 questions to investigate in this topic.</p> <p>Adaptations:</p> <p>Support: Provide a word bank for the children to help analyse the sources and draw inferences. Allow children to analyse only 4 pictures.</p> <p>Challenge: Children write a detailed description of what the industrial revolution was independently and find key facts using secondary sources.</p>
Week Two		<p>What was home life like during the Industrial Revolution?</p>		<ul style="list-style-type: none"> <li>Living conditions were poor during this era due to poorly built housing and lack of sanitation.</li> <li>Outbreaks of cholera (a water-borne disease) became a problem.</li> </ul>	Knowledge and Interpretation	Conditions, unsanitary, overpopulated.	<p>Step 1:</p> <p>Call on different pupils to read aloud the opening paragraph.</p> <p><a href="#">Living Conditions in Industrial Towns - HISTORY CRUNCH - History Articles, Biographies, Infographics, Resources and More</a></p> <ol style="list-style-type: none"> <li>Ask children to reflect on what it was like to live in these conditions (overcrowding, poor sanitation, spread of diseases, and pollution)</li> <li>Ask pupils to reflect on what it would have been like to live in these conditions and answer the question 'How would it have felt to live in these conditions?'</li> </ol>

						 <p>Step 2: Read the section on health and crime (page 8 of workbook) and pollution (page 9) answering the questions verbally allow the children to highlight key information when reading through it together.</p> <p>Task: Create a table with the following headings: Housing, crime, health, pollution. Draw inferences from sources to add information to each row. E.g. According to a table from Dr Jon Snow's paper in 1855, cholera was a common disease. Y5 = Write 2 sentences in each column Y6 = Write a detailed account of each subheading</p> <p>Adaptations: Support: Provide the children with sentences to select which column it best fits. Provide the table. Challenge: Children answer the question 'What were living conditions like in the industrial revolution using the information from the table.'</p>
Week Three	What was working life like during the Industrial Revolution?	<ul style="list-style-type: none"> <li>The working conditions that working-class people faced were known to include: long hours of work (12–16-hour shifts), low wages that barely covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights.</li> </ul>	Historical Enquiry	Dangerous, industry, capitalism, labour.	<p>Step 1: <a href="http://historyonthenet.com">Industrial Revolution Working Conditions: What Were They Like? - History (historyonthenet.com)</a> allow children to read over article, highlighting key points.</p>  <p>Step 2: <a href="#">11.5: Primary Source: The Life of the Industrial Worker in Nineteenth-Century England — Evidence Given Before the Sadler Committee (1831-1832) - Humanities LibreTexts</a> <a href="#">Primary Source Reading: The Life of the Industrial Worker   US History I (OS Collection) (lumenlearning.com)</a> Using the primary resource of people explaining what their work life was like – allow children to be involved in this. It can be done as a role play activity/interview.</p> <p>Task: From the evidence children infer what working conditions were like during the industrial revolution. (horrendous working conditions, dangerous, long hours of work, low wages, dirty conditions, little to no worker rights). <a href="#">Working conditions in factories - Industry — textile factories and coal mines - National 5 History Revision - BBC Bitesize</a> Y5 = Children list the types of working conditions Y6 = Children write and describe the types of working conditions</p> <p>Adaptations: Support: Provide children with a help sheet of key words and facts. Challenge: Children to answer the question – 'Are there any similarities or differences between working conditions then and now?'</p>	
Week Four	How did Industrial Revolution inventions improve life in Britain?	<ul style="list-style-type: none"> <li>The Spinning Jenny, the water frame and the steam locomotive (railways) were all inventions that revolutionized the lives of people in Britain by allowing mass production and</li> </ul>	Knowledge and Interpretation Historical Enquiry	Invention, development, inventor, progress.	<p>Step 1: Introduce the children to the inventions (Page 14 in workbook) The Spinning Jenny The Water Frame The Steam Engine The Locomotive Railways</p> <p>Step 2:</p>	

			travelling to be easier.			<p>Discuss how each invention has improved life in Britain. This can be done using A2 paper with the headings of each invention and in groups the children write how they feel it has benefited Britain. <b>Mixed ability groupings.</b></p> <p>Task: Create a table with the name of invention, picture and then how it improved life in Britain. Y5 = To write one way it has improved the life in Britain Y6 = To write 2 or more ways it has improved life in Britain</p> <p>Adaptations: Support: Children select 3 inventions to complete. Table prepared for children. Challenge: Children write if these inventions are still useful today. Children conduct a research project on one of the inventions.</p>
Week Five	What was society in Britain like during the Industrial Revolution?	<ul style="list-style-type: none"> <li>There were 3 classes: Upper, Middle and Working.</li> <li>In 1819 the Government passed a Factory Act to improve conditions for children working in factories.</li> <li>The first Metropolitan police force were introduced in 1829 "Bobbies."</li> </ul>	Knowledge and Interpretation	Classes, act(s), police, established.	<p>Step 1: Look at the 3 classes and explain each in books = <a href="#">Social Change in the British Industrial Revolution - World History Encyclopedia</a></p> <p>Step 2: Discuss the Factory Act = <a href="https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/">https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/</a> Use one of the primary sources and answer the questions based on the evidence. Y5 = Complete one primary source questions. Y6 = Complete 2 or more primary source questions.</p> <p>Step 3: The first Metropolitan police force were introduced in 1829 "Bobbies." Children research the establishment of Bobbies. The children time to write facts about the metropolitan police, around a picture.</p>  <p>Adaptations: Support: Adult support with sorting sentences for step 1. Mixed ability pairing for step 2 and 3. Provide websites for step 3. Challenge: Children describe, explain and link reasons why the metropolitan police force was set up.</p>	
Week Six	What is the legacy of The Victorians on Modern Britain?	<ul style="list-style-type: none"> <li>The "Great reform act" improved democracy but women still could not vote.</li> <li>The industrial revolution cemented Britain as a global super-power for the future.</li> </ul>	Knowledge and Interpretation	Power, democracy, Empire.	<p>Step 1: Look at the changing of power in England over these years. Focus on the first ever parliament and the Bill of rights which established a constitutional monarchy.</p>  <p>Step 2: Focus on the voting problems during the industrial revolution and children describe 3 problems with voting in the early 1800s (page 23).</p> <p>Task: The Great Reform Act focusing on Thomas Attwood who led demanding change through petitions. Use image and allow children time to explain his significance.</p>	



Great Reform Act

What the Great Reform Act achieved	What it did not achieve
1. An increased number of voters.	1. Votes for women.
2.	2.
3.	3.

Complete table, detailing what the Great Reform Act did and did not achieve.

Y6 = Explain what the Great Reform Act did and did not achieve in an extended piece of writing.

Adaptations:

Support:

Provide children with table printed and sentences for them to add to each column.

Challenge:

Children explain why they think people wanted to change the voting system.

**Geography - Over the Pond (Where would you rather live – UK or California?) Autumn 1**

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	KS1 Children will know that four countries of the UK and their capital cities. Children will know the names of the continents of the world and be able to locate these on a map. Children will know that human features are man-made and physical features are physical.	What are the most significant human and physical features of the UK?	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	The United Kingdom is surrounded by water (North Sea, English Channel, Irish Sea, Atlantic Ocean as well as other bays/seas such as Solway Firth, The Wash) The United Kingdom has a temperate climate but is the windiest country in Europe and a result produced 25% of their energy from wind farms. England is the most populated country of the United Kingdom, with the majority of the population living within proximity of London (South East). Ben Nevis is the largest mountain in the United Kingdom which is located in Scotland. Most of the mountainous areas of the UK are to the north and west of the country. The flattest part of the country is to the south and east. The country has many human features to attract tourists, e.g. Houses of Parliament, Edinburgh Castle, London Eye,	<b>Human</b> Give an extended description of the physical and human features of different places around the world	North Sea English Channel Irish Sea Atlantic Ocean Population Ben Nevis Temperate	Chn explore the UK in a variety of different maps, atlases and digital mapping to identify landmarks and significant human and physical features. Use to annotate a double page spread of human and physical features. Year 5 – features already identified, chn label and annotate using atlases and maps to identify. Year 6 – independent drawing, labelling and annotating using atlases and maps to infer.  Quiz to consolidate  <b>Adjustments/ tweaks: vocabulary bank to infer completion. Supported by regular adult check ins and support of peer to infer use of atlases and maps.</b>  <b>Additional challenge: further research into climate and populations.</b>
Week Two	Children will know climates around the world are different (Year 2 – climates)	What are the most significant human and physical features of the USA?		The USA is made up of 50 states with the capital being Washington DC. The USA is in the continent of North America which is the third largest continent in the world. The USA is in North America (which is in the northern hemisphere) and South America is a separate continent in the southern hemisphere. The USA is the third most populous country in the world behind India and China. The USA is bordered with the Pacific Ocean to the west and the Atlantic Ocean to the east. Along the northern border is Canada and the southern border is Mexico. There are a wide range of climates in the USA, ranging from Arctic climates in Alaska to hot desert climates in the south (bordering Mexico) Physical features include mountain ranges such as Rocky Mountains. The longest river is the Missouri River west to east from the Rocky Mountains. Many of the major cities are concentrated to the coastal regions and western regions, e.g. New York, Washington, LA, Chicago, Houston)	<b>Geographical knowledge</b> Can locate the USA and Canada on a world atlas and map <b>Physical</b> Explain why the physical geography of a single country can vary significantly Can give an extended description of the physical features of different places around the world	United States of America States Continent Mexico Canada Coasts Cities	Chn explore North America in a variety of different maps, atlases and digital mapping to identify landmarks and significant human physical features. Explore images from across the USA, chn identify the region/area in an atlas. Discuss how the areas are similar and different. Use discussion to infer annotations and labelling of a blank map of USA with a range of physical and human features. Year 5 – features already identified, chn label and annotate using atlases and maps to identify. STEM sentence comparisons. Year 6 – independent drawing, labelling and annotating using atlases and maps to infer. Explain how the UK and North America are similar and different in their physical and human geography.  Quiz to consolidate  <b>Adjustments/ tweaks: vocabulary bank to infer completion. Supported by regular adult check ins and support of peer to infer use of atlases and maps</b>  <b>Additional challenge: explain the reasons behind some of the features (ie. the distribution of the cities, their wide-ranging climate zones).</b>
Week Three		What are the physical and human features of our county – Cumbria?	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features	Cumbria is a rural county in the north west of the England, near the border to Scotland. Satellite images show Cumbria to be a sparsely populated area. Satellite images show Cumbria to have many hilly and mountainous areas. Road maps show Cumbria to have one motorway and one main trainline. Road maps show Cumbria to have several small towns and one city, Carlisle.	<b>Geographical Knowledge</b> Recognise key symbols on OS maps <b>Physical and human</b> Can use appropriate symbols to represent different physical features on a map. Describe how some places are similar and others are different in relation to their human features	Population Mountainous Transport (trade links) Border Scotland	Explore Cumbria using digital mapping to identify the distribution of people and the physical geography. Compare with similarities and differences to areas covered so far in unit. Explore OS maps and how the area is presented differently. OS Map symbol quiz using sample of Cumbrian OS Map. Year 5: explain, using STEM sentences, how the area of Cumbria is similar and different to the wider UK and then again, to North America, using OS maps to scaffold explanations. Year 6: independent written explanations with word bank  <b>Adjustments/tweaks: cloze paragraph for written comparison.</b>  <b>Additional challenge: which specific areas of the USA are similar to Cumbria? Which specific areas are different?</b>
Week Four		What are the physical and human features of California?	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including	California is a state within the USA. California is on the west coast of the USA and borders the Pacific Ocean. California also borders Mexico to the south. Los Angeles and San Francisco are major cities in the state. California is a very diverse state – there are beaches, cliffs, fertile river valleys, waterfalls, mountains and deserts. Sonoran Desert covers large parts of the South western United States including California. Golden Gate Bridge is a suspension bridge that connects San Francisco to a neighbouring area (Marin County) California has fertile ground, ideal for growing fruit. California is an exporter of lemons, apricots, avocados and strawberries.	<b>Physical and Human</b> Give an extended description of the physical and human features of different places around the world	State California Beaches Cliffs Fertile Waterfalls Mountains Desert Exporting Pacific Ocean	Chn identify California in a range of atlases, maps and digital mapping – discuss its positioning within the world and use to predict its climate etc. Watch promotional videos and non fiction texts to gain a further understanding of California as a state with regards to physical and human geography. Year 5: provided with subheadings and vocab bank to write a double page spread on the physical and human features of California. Year 6: provide with subheadings to write a double page spread on the physical and human features of California.  <b>Adjustments/tweaks: cloze paragraph and scaffold provided.</b>  <b>Additional challenge: which specific areas of the USA are similar to Cumbria? Which specific areas are different?</b>
Week Five		What is the climate like in UK and Cumbria?		<ul style="list-style-type: none"> <li>The United Kingdom has a temperate climate which means it has warm summers and colder winters.</li> <li>Cumbria is famous for sheep farming which is enabled by the high amount of rainfall in the county.</li> <li>Cumbria has more rainfall than the UK average due to its proximity to the coast and the high terrain.</li> <li>UK and Cumbria are in the northern hemisphere and above the tropics.</li> </ul>	<b>Physical Geography</b> The impact of climate on soils, plants and animals Place Knowledge (comparison)	Climate Rainfall Temperate Farming Northern hemisphere	Chn explore the UK's positioning in the Northern Hemisphere and north of the tropics. Chn explore temperature and rainfall dual charts to identify climatic patterns comparing Cumbria and other areas of the UK. Year 5: make general conclusions about the climate in Cumbria compared to other areas within UK. Year 6: as above, but using evidence from the data.  <b>Adjustments/tweaks: use STEM sentences to scaffold.</b>  <b>Additional challenge: explore climatic trends in the UK's data over multiple years.</b>

Week Six		What is the climate like in USA and California?	energy, food, minerals and water	<ul style="list-style-type: none"> <li>• The USA has varied climates across the country.</li> <li>• California has a varied climate too – it has a dry, arid climate to the east where the deserts are located and a more temperate climate to the north and west.</li> <li>• Many describe the climate in the California as similar to the Mediterranean.</li> </ul>		Arid Climate Deserts Temperate	<p>Chn explore the USA's positioning in the Northern Hemisphere – compare with the UK. Chn explore temperature and rainfall dual charts to identify climatic patterns comparing California and other states within the UK.</p> <p>Year 5: make general conclusions about the climate in California compared to other areas within USA. Sentence STEMS to conclude why the climate is different.</p> <p>Year 6: as above, but using evidence from the data. Conclude why the climate is different.</p> <p>Adjustments/tweaks: use STEM sentences to scaffold.</p> <p>Additional challenge: explore different scenarios and identify which area, California or Cumbria, would be better suited (e.g: fruit growing, sheep farming).</p>
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		Science Overview YEAR 6 EVOLUTION AND INHERITANCE						
		Science - IB - Evolution and Inheritance						
		Prior knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task
Week 1	No prior unit although children will build on previously taught living things and their habitat unit in year 4 looking at how animals adapt to their environment.	Why do offspring look similar and not identical to their parents?	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Living things produce offspring of the same kind but not always identical. Offspring vary from their parents due to genetic variation, which is the result of a combination of genetic material from both parents during the process of reproduction.	Reporting and presenting findings from enquiries – including conclusions, causal relationships and explanations of and a degree of trust in results – in oral and written forms such as displays and other presentations.	Offspring, characteristic, inherit, variation Environmental.	Year 5: Children to examine the images of crossbred dogs - 2 parents and a puppy. Which characteristics has the offspring inherited from its parents? What variations in the puppy can the children identify? Children to further explain which of the characteristics and variations have been inherited from the parents and which have been caused by environmental factors.  Year 6: Show the children the picture of 2 breeds of dog. Ask them to describe what they think their offspring might look like. Which characteristics could they inherit from their parents (extend to dominant traits).  <i>Adjustments/tweaks: Arrows pointing to different characteristics; children have to identify to infer explanation. Sentence STEMS to structure written work.</i>  <i>Additional challenge: how do environmental and biological factors have different impacts on offspring?</i>	
		How do animals adapt to their environment to help them to survive?	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Animals adapt to their environment in three main ways: Physical adaptations, for example camouflage so animals can hide from their prey. Behavioural adaptations, for example hibernation to conserve energy when food is scarce. Physiological adaptations, for example water conservation, some animals which live in the desert, store water in their bodies.	Reporting and presenting findings from enquiries – including conclusions, causal relationships and explanations of and a degree of trust in results – in oral and written forms such as displays and other presentations.	Adaptation, habitat, climate, nutrition, feature.	All: Chn order adaptations which would be the most advantageous for living things in desert environments. Use this to research own animals and identify how they are adapted to their desert environment. Year 5: tick list and sentence stems Year 6: structured paragraph about why the animal is adapted to its environment.  <i>Adjustments/tweaks: Use images of animals and plants that typically live in arid environments (camels, cacti, desert fox, scorpions) and use these as a stimulus.</i>  <i>Additional challenge: What would happen if you changed the living conditions for one of these animals. For example, what if there were an increased number of predators. What if the desert was cooler?</i>	
		How do plants adapt to their environment to help them survive?	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Plants adapt to their environment in three main ways: Physical adaptations, for example thick, waxy leaves to help them to retain water. Behavioural adaptations, for example heat tolerance to survive in high temperatures. Physiological adaptations, for example shade avoidance, plants grow taller towards the light.	Reporting and presenting findings from enquiries – including conclusions, causal relationships and explanations of and a degree of trust in results – in oral and written forms such as displays and other presentations.	Nutrients, epiphytes, toxic, predators, pollinate.	Ask the children to look at pictures of plants and then research that plant's habitat and describe the conditions. Ask the children to continue their research to suggest how the plants have adapted to live in the habitat and how the adaptation helps the plant to survive. Year 5: bullet points using proforma to retrieve information regarding the adaptations. Year 6: written conclusions with scientific vocabulary to include.  <i>Adjustments/ tweaks: Y5 – multiple choice to infer independent research; Y6 – cloze paragraph to present findings.</i>  <i>Additional challenge: Design the perfect plant to live in the desert or the Arctic. Use the space below to design, draw and label your plant.</i>	
		What can we learn from fossils?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Fossils provide information about living things that are now extinct. Fossils can be compared with those that are living to identify adaptations. We can use fossils to make conclusions about the past.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Fossil, Mary Anning, Palaeontologist, ichthyosaurus, Jurassic coast.	The children to compare images of extinct animals with those of living animals. There are 4 pairs included: ichthyosaurus/porpoise; pterodactyl/bird; megalodon/mako sharks and cameroceas/octopus. Ask the children to write about how the living animal has adapted so it can survive in the modern world. Are there any other living animals that are also similar to the extinct animals? Year 5: Multiple choice to identify the adaptations of the modern-day animal. Year 6: written explanation with scientific vocabulary to include.  <i>Adjustments/tweaks: STEM sentences to infer written task.</i>	
Week 2								
Week 3								
Week 4								

						Additional challenge: conduct research about Mary Anning and how her work taught us about fossils.
Week 5	What is the theory of evolution?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Evolution means change over time. Natural selection causes living things to evolve over time. The theory of evolution was first proposed by Charles Darwin and Alfred Russel Wallace in the mid-19th century.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Charles Darwin, evolved, extinct, natural selection theory.	<p>Children to create a scientific report explaining Charles Darwin's observations and theories. The children could include some of the following:</p> <ul style="list-style-type: none"> <li>Ideas on natural selection and what it is</li> <li>The theory of evolution</li> <li>Observations of animals from the Galapagos Islands - such as the Galapagos finches, marine iguanas and Galapagos tortoises, which could be in the form of diary entries as written by Charles Darwin</li> <li>Map showing HMS Beagle's voyage</li> </ul> <p>The children could use the internet to research further. Encourage them to use evidence and examples to back up their ideas.</p> <p>Year 5: cloze sections with identified vocabulary to include in each paragraph. Year 6: identified vocabulary to include in each paragraph.</p> <p>Adjustments/tweaks: Pre-teaching prior to lesson to introduce key vocabulary and information; cloze sections and multiple choice.</p> <p>Additional challenge: When Charles Darwin published his ideas about evolution, it was very controversial. Discuss why some of Charles Darwin's ideas were controversial at the time.</p>
Week 6	How have humans evolved?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Neanderthal is the name for the extinct subspecies of human. Human evolution is the evolutionary process that led to the development of modern humans, Homo sapiens.	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Ancestor, tools, primate, Homo sapiens, Neanderthal.	<p>Chn create a storyboard to depict the process of human evolution: Year 5: identified vocabulary to be used in each section Year 6: independent application of the vocabulary.</p> <p>Adjustments/tweaks: some images/information already pre-filled.</p> <p>Additional challenge: What happened to the Neanderthals? How were they different to Homo sapiens?</p>

Science - IB - Electricity							
	Prior knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task
Week 1	Year 4  Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	What are the parts of an electric circuit?	Use recognised symbols when representing a simple circuit in a diagram.	A circuit is a complete path which allows electricity to flow. The basic parts of an electricity circuit include: a power source, switch, load and wires. Parts in an electrical circuit are represented by symbols.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Symbol, circuit, circuit diagram, battery, wires.	Children to create a glossary of electric components. The children can add to this glossary throughout the unit as they discover more components. Year 5: Provide with symbols to use for written task. Year 6: independent application.  <i>Adjustment/tweaks: matching activity to match component with symbol and function. Use concrete resources to test within a circuit to infer.</i>  <i>Additional challenge: Working in pairs, ask the children to draw circuits for their partners to create, explaining the reasoning behind the placement of each component.</i>
Week 2	Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit.	What effect does voltage have on an electrical circuit?	Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit.	Voltage/number of cells in a circuit effect the brightness of a bulb. Connecting cells in a battery adds their voltages together.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Electricity, current, voltage, voltmeter, brightness.	Children to investigate the effect voltage has on the components within a circuit. Ask them to create several electrical circuits with different numbers of bulbs and predict whether the bulb will be brighter than the control. Measure and record the voltmeter readings and link the voltmeter readings to the number of cells and brightness of the bulb in the circuit. Year 5: Sentence STEMS to infer written analysis. Year 6: independent written analysis with word banks.  <i>Adjustments/tweaks: cloze paragraph to infer written analysis.</i>  <i>Additional challenge: Identify real life examples where it would be necessary or important to alter the voltage of a circuit?</i>
Week 3	Recognise some common conductors and insulators, and associate metals with being good conductors. Know the difference between a conductor and an insulator; giving examples of each. Safety when using electricity.	How can we identify and correct problems in a circuit?	Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit.	Identify problems in circuits for example - the voltage is too high or low, the circuit is incomplete or there are too many components.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.	Blown, resistor, variable resistor, LED, dimmer switch.	Using an online circuit simulator, such as <a href="http://www.echalk.co.uk/Science/physics/circuitBuilder/circuitBuilder.html">http://www.echalk.co.uk/Science/physics/circuitBuilder/circuitBuilder.html</a> , ask the children to work in pairs to create circuits that are 'deliberately broken'. Ask them to draw the broken circuit, swap with a partner and then try to fix their partner's broken circuit. Ask them to draw the 'fixed' circuit and explain what had to be done to fix it. Year 5: annotations of circuit, to identify ways that it is broken and how it can be fixed. Year 6 stretch: written conclusion of why the circuit is broken and how the improved version fixes the circuit.  <i>Adjustments/tweaks: provide with broken circuits to identify the problems and resolve with help of partner.</i>  <i>Additional challenge: For each circuit, ask the children to explain why the component would not work in the first place on challenge sheet.</i>
Week 4		What affects the output of a circuit?	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	The output of an electrical circuit is affected by several factors, including: input voltage, the resistance of the circuit, type of components used, environmental factors and the load on the circuit.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up further comparative and fair tests.	Output, variable, fair test, control test, systematically.	Children to plan and conduct an open-ended investigation to find out how the number of components in a circuit affects the output. A prediction for each circuit should be made. Ask to write up the experiment, record their results and then write a conclusion based on what they have found. They could test other variables once they have finished. Year 5: STEM sentence/cloze paragraphs to guide how to structure a fair test. Year 6: vocabulary bank to include in investigation.  <i>Adjustments/tweaks: cloze paragraph throughout.</i>  <i>Additional challenge: The children should explain why they think the component has been affected in that way.</i>

Week 5		How are traffic lights built?	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	Traffic lights are most commonly time-based. Traffic lights are a set of automatically operated coloured lights.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Synchronised, traffic light, signal, sensor timer-based.	Children will design and build a circuit that models traffic lights. Using the handout, they should firstly design their circuit. Year 5 to be scaffolded by Year 6 peers.  <i>Adjustments/tweaks: adult support to construct.</i>  <i>Additional challenge: explain the role of each of the components within the circuit.</i>
Week 6		What is the difference between a conductor and an insulator?	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	Many household appliances use both conductors and insulators. For example, the wires in a toaster are made of a conductor like copper, while the outside of the toaster is made of an insulator like plastic to prevent electric shocks. Conductors like copper wire are commonly used in electrical wiring because they have low resistance and can carry electricity efficiently. Insulators are used in electrical safety equipment to prevent people from coming into contact with live electrical parts. For example, electrical tape is made of a non-conductive material. like vinyl or rubber, so that it can be used to cover exposed wires and prevent electric shocks.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Closed electric circuit, indicating, conductor, insulator, resistor.	Children should create a loop and wire game. Ask them to identify materials chosen as conductors and insulators for different components on the game. They should firstly test their game to ensure the components work when the loop and wire touch and then play each other's games and record the times in the table. They may wish to create this game in pairs or in small groups. Year 5: multiple choice for some elements. Cloze paragraph for analysis. Year 6: written analysis for planning and analysis.  <i>Adjustments/tweaks: use teacher example to help guide planning process.</i>  <i>Additional challenge: explain how the loop and wire game works.</i>

**RE - Year 6 Autumn 1 – Religion: Islam - What is the best way for a Muslim to show commitment to God?**

	Prior Knowledge	Learning Question / Key Questions	Substantive Knowledge	Personal Knowledge	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	Learning about Islam in Year 2	How do I show commitment to in my everyday life?	You can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief.	Children to think about why it might be difficult to show commitment and to give examples of what they commit to in their lives.	Commitment	<p>Task- Year 5- Pupils will mind map how they show commitment in their everyday life. Year 6- Same as above but pupils will justify why it is important they show commitment to the things they do.</p> <p>Word banks definition of commitment given and repeated. Modelling on how to lay out mind map.</p> <p>Additional challenge- Are there things you have to be committed too which you find hard? What is this and why do you think it is tricky to show your commitment to that thing?</p>
Week Two		How do Muslims show commitment to God through prayer?	Muslims have a duty to pray to Allah five times each day. Muslims believe they need to pray five times daily to show their belief and be reminded of God so they do not forget about Him. Muslims believe they can worship God anywhere. However, many Muslims choose go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day.		Allah Muslim Mosque	<p>Task- Year 5- Pupils will answer key questions about Muslim prayer to create a poster on why Muslims pray. Year 6- Pupils will create the poster without answering the key questions.</p> <p>Sentence starters. Example poster given. Optional layout for poster</p> <p>Additional challenge- How does Muslim prayer allow Muslims to show commitment to Allah?</p>
Week Three		How do Muslims show commitment to God through Zakah?	The third pillar of Islam is Zakah - giving money to charity. Muslims think it is their duty to give money to charity as everything they own belongs to God. Islamic Relief is a Muslim charity that helps people.			Zakah

						Additional challenge- How easy or hard do you think Muslims find it to follow Zakah? Explain your answer.
Week Four	How do Muslims show commitment to God through Sawm?	Sawm is fasting (no food or drink) from dawn until dusk during the month of Ramadan - one of the Five Pillars of Islam. Muslims fast because Allah (God) says in the Qur'an that they should (ensure children know the Qur'an is the holy book for Muslims). Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking.			Sawm Qur'an Ramadan	Task- Year 5- Pupils will explain what fasting is and will bullet point how to support a peer who is fasting.  Year 6 – Pupils will respond to an agony ant letter asking about how to support a friend who is fasting.  Sentence starters. Action to remember definitions.  Additional; challenge- How easy/ hard would you find it to fast? Explain your answer.
Week Five	Evaluate how Muslims show commitment to God.	Recap on fifth pillar of Islam - Hajj (children should have learned about this in Year 2). Muslims are expected to visit Makkah at least once in their lifetime if conditions allow. Even if children do not think it is necessary to pray five times each day, give to charity, fast during Ramadan and visit Makkah, often being committed to someone or something means putting them before yourself and doing things that are difficult or you may not want to do. Commitments are not always easy to stick to.			Hajj Makkah	Task- Year 5- Pupils will complete the end of unit assessment from Discovery RE. Year 6- Same as above.  Pupils voice used. Read out questions where appropriate. Use of HAS.  Additional challenge- How do individuals show different commitments to god?
Week Six	What am I committed to and why I'm committed to this?	Commitment means to be dedicated to a cause We show commitment in our lifestyle / actions Commitment comes from a sense of belief	Children think back to the commitments they have in their own lives: commitment to a sport, club, person etc. Why are they so committed to this person/ thing? Are there some things that they are more committed to than other things? Why?			Task-  Year 5- Pupils ill go back to the things they are committed too and will order these from most to least important explaining why they think the most and least is in the position they are in.  Year 6- Same as above but pupils will explain how they can make it easier to show commitment in these things.  Sentence starters. Numbers to order. Modelling of activity.  Additional challenge- Does commitment make you a better person? Why or why not?

**RE - Year 6 Autumn 2 (Choice 2): – Religion: Christianity - Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?**

	Prior Knowledge	Learning Question /Key Questions	Substantive Knowledge	Personal Knowledge	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	Previous Christmas units in all year groups in Autumn 2	What are my favourite celebrations and why?	Some celebrations remember a past event (e.g. Guy Fawkes Night) and some celebrate something new (e.g. a marriage). Awareness of celebrations in different religions <a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-festivals-index/z96xwnb">https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-festivals-index/z96xwnb</a>	Children to identify celebrations that they have been to.	Celebrations Names of celebrations in religions e.g. Easter, Eid	<p>Task- Year 5- Pupils will be create a list of celebrations in groups and then they will pick on and act it out for the rest of the group. The group have to guess what the celebration is.</p> <p>Year 6- Pupils will do the same as above but will be given celebrations they may not have heard of and they will teach the rest of the group what they are then will add them to the multiple choice.</p> <p>Modelling of working together. Chunked instructions. Images next to celebrations.</p> <p>Additional challenge- What is your favourite celebration and why? Who shares this with you?</p>
Week Two		How is Christmas celebrated in England?	Christmas is a celebration in England but is not celebrated by everyone that lives here.			<p>Task- Year 5- Pupils will have images and will caption them to explain how Christmas is celebrated in England.</p> <p>Year 6- Pupils will draw own images and caption them.</p> <p>Word bank HAS</p> <p>Additional challenge- What personal traditions might families have at Christmas and how do these differ from yours?</p>
Week Three		What was the Christmas story according to Luke?	Christmas story from Luke 2: 1-20 Christian's celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate"(God made man).		Caesar Augustus Census Bethlehem Manger Shepherds Angel Christ the Lord	<p>Task- Year 5- With help from images, Pupils will rewrite the story of Luke.</p> <p>Year 6- With not help from images, pupils will rewrite the story of Luke.</p> <p>Images with key words. Images for year 6 as scaffold. Sentence starters. Video reminders.</p> <p>Additional challenge- How does the story of Luke differ from other versions of this story? Does this make the others untrue? Explain your answer.</p>

Week Four	Do traditions or celebrations help Christians understand their beliefs in Jesus as the Incarnation of God?	Knowledge of whether traditions or celebrations re-enact part of the nativity story, remind us that Jesus' came to save/help/heal etc			<p>Task –</p> <p>Year 5- Pupils will answer learning question using PEE as a 6 mark question.</p> <p>Year 6- Pupils will do the same as above but will additionally have to answer do all Christmases in Christian household look the same? Explain your answer (3 marks)</p> <p>Sentences starters. Additional conversations. PEE help.</p> <p>Additional challenge- What does it mean the Jesus being the incarnation of god?</p>
Week Five	How do people celebrate Christmas?	Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by his example how people should live. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to everyone.			<p>Task-</p> <p>Year 5- Pupils will complete the end of unit assessment.</p> <p>Year 6- Same as above.</p> <p>Pupils voice used. Read out questions where appropriate. Use of HAS.</p> <p>Additional challenge- Why is Jesuses birth important to Christians?</p>
Week Six	Create a piece of art to show the Christian belief that Jesus is both human and God.	Christians believe that Jesus is both human and God.			<p>Task-</p> <p>Year 5- Pupils will using charcoal to create a piece of art work showing the Christian belief of Jesus being human and god.</p> <p>Year 6- Same as above but pupils will explain the choices within there art work.</p> <p>Examples to help. Additional modelling.</p> <p>Additional challenge- Pupils create a Christmas card design to sell in a shop.</p>

**- Art - Drawing – Make my voice heard**

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Key Questions Adaptations/Tweaks/Challenges
Week One	Follows on from drawing units leading up to Yr 6.	To explore expressive drawing techniques.  <b>How do artists express themselves using expressive drawing techniques?</b>	to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.'	Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.  I can make comparisons between different artworks.	Give reasoned evaluations of their own and others' work which takes account of context and intention.	experimental expressive imagery mark making mural	Task- Year 5- Pupils will annotate the art work of Jean-Michael Basquiat and Banksy detailing techniques used, materials, qualities and inspirations. They will then answer key questions about the artists and their opinion on them.  Year 6- Same as above but year 6 pupils will be expected to describe how both artists work had an impact on society.  <i>Writing frames to support in presentation and organisation. Sentence starters. Additional images to draw ideas from and to remind pupils of each artists work.</i>  <b>Additional Challenge- Which artist do you feel speaks more to you and why? Would you change anything about their work?</b>
Week Two		How can symbolism in art can convey meaning?		Artists can use symbols in their artwork to convey meaning.	I can generate a range of symbols, patterns and colours that represent me.  I can take inspiration from an artist's style.	aesthetic character traits interpretation modern art reflective represent spirit companion symbol symbolic	Task- Year 5- Pupils will choose between Basquiat or Banksy art work and draw and copy the art work. Following this, Pupils will develop their own symbols that represent who they are inspired by Basquiat or Banksy and verbalise how these represent who they are.  Year 6- Pupils will do the same but the copying art work will be more complex and pupils will write how their symbols represent who they are.  <i>Finish the image rather they copy the whole thing (EG- Add the details in)  Sentences starts for year 6 descriptions of who they are.  Additional modelling for layout of work.</i>  <b>Additional Challenge- Pupils will practise their symbols using different drawing materials such as charcoal, coloured pencils and oil pastels.</b>
Week Three		What is chiaroscuro?		Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. You can use charcoal to gain this effect.  'monochromatic' artwork uses tints and shades of just one colour.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	chiaroscuro dark effect form light shading technique tone	Task- Year 5- Pupils will follow along with teacher modelling to create a charcoal print a banksy inspired peace sign. Then pupils will try independently with the symbols they planned previously.  Year 6- Pupils will do the same as above but will be allowed to skip forward to allow for more independence in their own symbols. They will be pushed to add further detail to symbols and/or

						combine symbols to create new ones and enhance meaning.  Additional modelling. Chunked steps to increase independence.  Additional challenge- Pupils will create a symbol without the aid of masking tape still trying to create a Chiaroscuro effect.
Week Four	What is street art? What message does it convey? How do you feel about it?		Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. It can be a form of protest.		audience commissioned graffiti imagery impact issue mural street art	Task-  Year 5- Pupils will design their own large-scale street art for a selected wall at school.  Year 6- Pupils will design a piece of street art and pick which wall at school it should go on and explain their choice. They may want to consider the natural chiaroscuro.  Additional modelling. Images of the space they will design on. Inspiration collage.  Additional challenge- How does this piece of street art convey the message you want it to? Does this represent more than one kind of person at this school?
Week Five	Can you use what you have used about symbolism and modern art styles to create your own composition?		How to use symbolism as a way to create imagery.  How to combine imagery into unique compositions.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	composition convey develop drawing decisions impact symbols technique	Task-  Using what pupils have learnt they will create their piece of art work using multi media drawing to create a mural for school. Pupils will then evaluate their work noting what went well and how well it conveyed the message they wanted it too.  Year 6- Additional evaluation questions linking to how well they used artist inspiration and artist specific techniques.  Inspiration through images. Sentence stems for evaluation. Chunked steps of starting point  Additional challenge- Compare your work to your peers and identify the similarities and differences between them. Consider inspiration, message, techniques, use of chiaroscuro and placement of mural.

D&T - Structures (Bridges)

	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary knowledge	Vocabulary	Task / Adaptations/Tweaks/Challenges	
Week One	Earlier structures units	How do you reinforce a beam structure to improve its strength?	<p>Generate, develop, model and communicate their ideas through discussion and prototypes</p> <p>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</p> <p>Investigate and analyse a range of existing products</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups</p>	<p>There are different ways to reinforce structures.</p> <p>triangles can be used to reinforce bridges.</p> <p>properties are words that describe the form and function of materials.</p> <p>Designers chose their materials carefully based on their properties</p> <p>Wood has a number of properties (functional and aesthetic)</p>	<p>Designing a stable structure that is able to support weight.</p> <p>Creating a frame structure with focus on triangulation.</p> <p>Making a range of different shaped beam bridges.</p> <p>Using triangles to create truss bridges that span a given distance and support a load.</p> <p>Building a wooden bridge structure.</p> <p>Independently measuring and marking wood accurately.</p> <p>Selecting appropriate tools and equipment for particular tasks.</p> <p>Using the correct techniques to saw safely.</p> <p>Identifying where a structure needs reinforcement and using card corners for support.</p> <p>Explaining why selecting appropriate materials is an important part of the design process.</p> <p>Understanding basic wood functional properties.</p> <p>Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.</p> <p>Suggesting points for improvements for own bridges and those designed by others.</p>	<p>beam bridge</p> <p>arch bridge</p> <p>truss bridge</p> <p>strength</p> <p>technique</p> <p>corrugation</p> <p>lamination</p> <p>stiffness</p> <p>rigid</p> <p>factors</p> <p>stability</p> <p>visual appeal</p> <p>aesthetics</p> <p>joints</p> <p>mark out</p> <p>hardwood</p> <p>softwood</p> <p>wood file/rasp</p> <p>sandpaper/glasspaper</p> <p>bench hook/vice</p> <p>tenon saw/coping saw</p> <p>assemble</p> <p>material properties</p> <p>reinforce</p> <p>wood sourcing</p> <p>evaluate</p> <p>quality of finish</p> <p>accuracy</p>	<p>Task-</p> <p>Year 5- Pupils will identify the types of famous bridges from around the world classifying them as arch or beam. Then they will experiment using card and books to make bridges. The books will stay the same distance.</p> <p>Year 6- Pupils will identify the types of famous bridges from around the world classifying them and giving the name of the architect who designed them. Then they will experiment using card and books to make bridges. The books will be allowed to change distance so year 6 can observe what happens to the strength of the bridge.</p> <p>Word banks with key words</p> <p>Pictorial representation of each type of bridge.</p> <p>Additional Challenge-</p>	
Week Two		Can you build a strong spaghetti truss bridge?	<p>Select from and use a wider range of tools and equipment to perform practical tasks</p>					<p>Task-</p> <p>Year 5- Pupils will make a spaghetti truss bridge in small groups of 3-5.</p> <p>Year 6- Pupils in year 6 will watch the video and will explain and teach the year 5s how to make one.</p> <p>Access to the video to rewatch.</p> <p>Top tip sheets.</p> <p>Additional modelling on how to explain in language to use.</p> <p>Additional challenge- Evaluate how well you and your group did in making the bridge but also working a team.</p>
Week Three		How would you build a truss bridge from wood?						<p>Task-</p> <p>Year 5- Pupils will design, draw and create instructions on how they will make their own bridge in pairs. Then they will start creating their own truss bridge.</p> <p>Year 6- Pupils will do the same however they will additionally have to first develop a design specification in which they will have to follow.</p> <p>Model text instructions.</p> <p>Highlighted sentences starters.</p> <p>Access to talking tines.</p> <p>Images of draw off.</p>

							<p>Additional challenge- What challenges will you and your peer face when making the bridge? How will you overcome these?</p>
<p>Week Four</p>		<p>How well did you bridge work?</p>					<p>Task-</p> <p>Year 5- Pupils will finish their evaluating the strengths and weaknesses through answering key questions.</p> <p>Year 6- Same as above but pupils build bridges but then they will test them using weights using this to help them write their evaluation questions.</p> <p>Sentence starters. Work banks Same as previous lesson for making.</p> <p>Additional Challenge- Compare your bridge to the golden gate bridge, what are the similarities and differences.</p>

PSHE - Term 1A Family and Relationships

	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	<p>Y4</p> <p>Understand that manners vary in different situations. Understand boundaries in friendships, including physical boundaries and expectations. Understand that what they do and say affects other people. Understand the impact of bullying and the role bystanders can take. Recognise male and female stereotyped characters. Understand that stereotypes about disabilities are usually untrue. Understand that families are all different and they offer each other support but sometimes they can experience problems. Know what bereavement is and how to support someone who has experienced a bereavement.</p> <p>Y5</p> <p>Family and Relationships Describe what qualities a good friend should have and recognise which of these they have and which they could develop. Recognise that friendships have ups and downs and this is normal. Understand what marriage is and know</p>	How can I form and maintain positive relationships?	<p>PoS Refs: R14, R15, R16, R17, R18, R26</p> <p>PSHEA</p>	<ul style="list-style-type: none"> <li>Understand what makes a good friend</li> <li>Know why friends are important</li> <li>Set a friendship-themed goal</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that friendships have ups and downs and this is normal.</li> </ul>	<ul style="list-style-type: none"> <li>Friend</li> <li>Friendship</li> <li>Skills</li> </ul> <p>Good friend</p>	<p><u>Building a relationship</u></p> <p>Pre-assessment: Pre assessment where children answer questions based on previous learning.</p> <p>Step 1: Show the clip from Toy story where Woody pushes Buzz out of the window <a href="#">Toy story Woody pushes Buzz out the window - Bing video</a> Ask the children these questions: How does Woody feel? What might Woody like to do? What consequences might actions have?</p> <p>Step 2: Go through Kapow presentation and ask the children: Why do you like having friends? How do they make you feel? How does a friend do this?</p> <p>Task: <a href="#">Children complete a 'How to build a friend worksheet'.</a> <a href="#">Y6 to write a description of their perfect friend.</a></p> <p>Adaptations: Support: <a href="#">Use activity word bank for support</a> Challenge: <a href="#">Should complete the extension activity in the main event, performing their instructions as a 'how to' video</a></p>
Week Two	<p>Y5</p> <p>Family and Relationships Describe what qualities a good friend should have and recognise which of these they have and which they could develop. Recognise that friendships have ups and downs and this is normal. Understand what marriage is and know</p>	How can respect be won or lost?	<p>R1, R2, R3, R4, R5, R7</p> <p>PSHEA</p>	<ul style="list-style-type: none"> <li>To understand what we mean by respect and why it is important</li> <li>Understand that everyone deserves a basic level of respect</li> <li>Explain how respect can be earned from peers and from adults</li> <li>Explain when respect might be lost</li> </ul>	To understand that everyone deserves respect but respect can be lost.	<ul style="list-style-type: none"> <li>Respect</li> <li>Earn</li> <li>Lose</li> <li>Courtesy</li> </ul>	<p>Respect</p> <p>Step 1: Discuss what respect means. Think about someone they trust and why and write it on a piece of paper and pass it to someone to read out.</p> <p>Step 2: Go through slides and leave the slide 10 displayed and ask 1/2 children to select one or two people from the picture that they respect.</p> <p>Task: <a href="#">Y5 = write down why they respect this person</a> <a href="#">Y6 = write down how they would like others to respect them focusing on online, friends, peers and adults</a></p> <p>Adaptations: Support: <a href="#">Year 5: Could focus on either how to gain respect from their peers or from adults rather than both.</a> <a href="#">Year 6: Can use the Activity: Being respected for the main activity as it provides a structure.</a> Challenge: <a href="#">Year 5: Could look in more detail at the potential conflict between being respected by peers and adults.</a> <a href="#">Year 6: Add to the main activity by also including how they can show respect to these groups of people/in this situation</a></p>

Week Three	<p>that it is a choice people make. Understand that we all have a range of attributes that make us who we are and we should be proud of these. Understand that sometimes families can make children feel unhappy or unsafe. Understand why someone might bully others. Understand that attitudes and laws around gender equality have changed over time. Understand that stereotypes exist and these can lead to discrimination.</p>	<p>What is the impact of stereotyping and how can it lead to discrimination?</p>	<p>PoS Refs: R20, R21, R31, R33 PSHEA</p>	<ul style="list-style-type: none"> <li>Explain how we make assumptions about people based on how they look</li> <li>Understand that stereotypes around race and religion can be harmful</li> <li>Explain how stereotypes can affect the way people are treated and can lead to discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Understand that stereotypes exist and these can lead to discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Race</li> <li>Religion</li> <li>Stereotype</li> <li>Discrimination</li> <li>Racism</li> <li>Protected characteristics</li> </ul>	<p>Respect myself</p> <p>Step 1: Explain to the children that we will be focusing on themselves and thinking about their positive attributes.</p> <p>Step 2: Stick a piece of paper to each child's back. Each child moves around the room, writing good things on the back of another child. At the end of the activity do not let children see what their peers have written.</p> <p>Task: Y5= Children will design a shield to show more information about themselves. (Use activity sheet) Y6 = Children will create their own template to show more information about themselves and allow them time to explain why they choose this way.</p> <p>Adaptations Support: Could illustrate their shield rather than writing. Challenge: Should include a greater number of attributes under each heading on their shield and be challenged to discuss and explain why they think respecting and knowing themselves can help them to make better decisions.</p>
Week Four		<p>What is marriage?</p>	<p>PoS Refs: R1, R2, R3, R4, R5, R7 PSHEA</p>	<ul style="list-style-type: none"> <li>Understand that marriage is a legal commitment.</li> <li>Understand that marriage is an individual choice.</li> <li>Explain why people might decide to get married.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what marriage is and know that it is a choice people make.</li> </ul>	<ul style="list-style-type: none"> <li>Wedding</li> <li>Marriage</li> <li>Choice</li> <li>Religion</li> <li>Legal</li> <li>Lifelong</li> </ul>	<p>Marriage</p> <p>Step 1: Show The Presentation: Marriage shows pictures of different types of weddings. Run through the images quite quickly and then ask the children what all the images have in common. Look at the pictures again and this time discuss the weddings in a bit more detail: Photo 1 – Church wedding Photo 2 – Registry office wedding Photo 3 – Sikh wedding Photo 4 – Same sex female couple in a licensed venue Photo 5 – Muslim wedding Photo 6 – Jewish wedding Photo 7 – Same sex male couple in registry office</p> <p>Step 2: Look through the history of marriage and how it has changed over the years.</p> <p>Task: Y5 = Ask children to produce a poster to share some of the facts they have learnt about marriage. Y6 = children to prepare a presentation rather than a poster. It is up to them what information they include on their poster or presentation, but they must include at least five facts.</p> <p>Adaptations: Support: May need access to the Presentation: History of marriage when putting their poster together. Can focus their poster on facts about marriage today (for example what it is, who can and cannot get married, where you can get married). Challenge: Could do additional research for their posters to find other relevant facts.</p>
Week Five		<p>What can I do if I feel unhappy in my family?</p>	<p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens</li> </ul>	<ul style="list-style-type: none"> <li>To know that, if I have a problem, I can call ChildLine on 0800 1111.</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Positive</li> <li>Problem</li> <li>Help</li> </ul>	<p>Bullying</p> <p>Step 1:</p>

			PSHEA	<ul style="list-style-type: none"> <li>Know who can help if something is making them feel unhappy or unsafe.</li> </ul> <p>Explain why keeping secrets is not a good thing to do.</p>		Support	<p>Explain to the children that you are going to read out some scenarios (from the Activity: Bullying scenarios) and you would like the children to decide which of the following categories best describes the person in each scenario:</p> <p>Being unkind. Bullying. Cyberbullying. Being a bystander.</p> <p>Step 2: Play the film from the link: <a href="#">BBC - Bullying: The Other Side of the Story</a>. Ask the children about how Ariana is feeling, what they think the teacher might say or do.</p> <p>Task: Ask for three or four volunteers to role-play being Ariana or some of the children in Ariana's class. Allow these children a few minutes to prepare for their roles and to decide what they will be called in their roles. <i>Used year group/mixed ability groupings.</i> Ask the other children in the class to think of questions they would like to ask the children from Ariana's class. <i>You may wish to have Year 6 children supporting Year 5 with this activity.</i></p> <p><b>Adaptations:</b> <b>Support:</b> May need additional adult support while watching the film clip. During the role-play, children needing support could take on a role jointly with another child. They could be given time to discuss their answer out of character <b>Challenge:</b> Could take on roles during the role-playing and ask more complex questions during this activity.</p>
Week Six	What information can I share about stereotypes?	PoS Refs: R30, R34  PSHEA	<ul style="list-style-type: none"> <li>Understand a range of stereotypes</li> <li>Identify key information on a topic</li> <li>Effectively share information on a topic</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of stereotypes and share this information effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Stereotype</li> <li>Message</li> </ul>		<p>Challenging stereotypes</p> <p>Step 1: Arrange the children into pairs or small groups by year group and hand out A4 sheets of paper to each pair or group and ask: <i>Year 5 children to write, 'Gender stereotypes' in the middle of their A4 sheets.</i> <i>Year 6 children to write, 'Stereotypes' in the middle of their A4 sheets</i> Ask the children in their pairs or groups to create a mind map of anything they know about gender stereotypes.</p> <p>Step 2: <i>Year 5 – ask the Year 5 children to look at their mind maps in their pairs or groups and think about why some of these gender stereotypes exist.</i> <i>Year 6 – give each Year 6 child a copy of the Activity: Photo activity. Explain that the children will do the activity on their own.</i></p> <p>Task: <i>Y5: Children write a newspaper report celebrating changes for females and males.</i> <i>Y6: Children write factors that might have affected their stereotyping. Explain what discrimination is. Have a discussion on the nature of racism where racist and discriminatory views are challenged.</i></p> <p><b>Adaptations:</b> <b>Support:</b> <i>Year 5: Can use the Presentation: Newspaper template when writing their report and could benefit from being given information to support their chosen event.</i> <i>Year 6: Could be supported during the discussion by an adult and given fewer photos to answer the questions in the Main event activity.</i> <b>Challenge:</b> <i>Year 5: Should be challenged to demonstrate a greater understanding of the impact of change through their article.</i> <i>Year 6: Can be challenged to look in more detail about how stereotypes around race and religion can be discriminatory.</i></p>

PSHE - Term 1B Health and Wellbeing

	Prior Knowledge	Learning Question	Statutory Guidance	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One		What are the benefits of sleep?	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>Ways to take responsibility for my own sleep</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the relationship between stress and relaxation</li> <li>Developing greater responsibility for ensuring good quality sleep</li> </ul>	<ul style="list-style-type: none"> <li>Quantity</li> <li>Sleep</li> <li>Rest</li> <li>Relax</li> <li>Quality</li> </ul>	<p><a href="#">RSE PSHE Mixed-age Year 5/6 Sleep and Rest for Wellbeing (kapowprimary.com)</a></p> <p>Step 1: Watch the clip on the link: '<a href="#">Animals trying to stay awake</a>'. Discuss times that the children have felt like this:</p> <ul style="list-style-type: none"> <li>Working in the classroom?</li> <li>At breakfast?</li> <li>In the evening relaxing on the sofa?</li> </ul> <p>Step 2: Are the children able to work and play as well as they could if they were not tired? Ask if they know what happens to the body when we are sleeping. Watch the clip on link: 'Operation ouch - studying sleep' up to 4:42. Discuss what the children have learnt including using the key questions: Why do we need to sleep? And What happens when we sleep?</p> <p>Task: With laptops children explore the link <a href="https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/">https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/</a> Put the children into pairs and explain that they are going to create a short video guide to a good night's sleep. Use the presentation to support.</p> <p>Adaptations: Support: It may help this group if they just use correct information in their video script and therefore use: Activity: Script template- support version (see Classroom resources). Otherwise, the script need not be written down and these pupils could improvise their wording based on the key points they have learned. Challenge: Should suggest varied ways their quality of sleep is affected as well as how this can negatively affect their mental and physical wellbeing.</p>
Week Two		What is the purpose of failure?	Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.	<p>I can describe how failing makes me feel</p> <p>Strategies to help manage feelings of failure</p> <p>I understand why failure is helpful</p> <p>I know that it is important to learn from failure</p>	<ul style="list-style-type: none"> <li>Taking responsibility for my own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Fail</li> <li>Failure</li> <li>Succeed</li> <li>Try</li> <li>Overcome</li> <li>Experience</li> </ul>	<p><a href="#">RSE PSHE Mixed-Age Year 5/6 Failure Perseverance Growth Mindset (kapowprimary.com)</a></p> <p>Step 1: Show the video: <a href="https://video.link/w/UHLH">https://video.link/w/UHLH</a> Ask the children how these animals would have felt when they first did not succeed. Then when they kept not succeeding. Then when they did succeed. Ask children what they think failure is. When have they experienced failure?</p> <p>Step 2: Ask the children if they have heard of 'trial and error'. Y5 = Give them a maths challenge at an appropriate level of challenge. Y6 = <a href="https://www.brainzilla.com/logic/logic-grid/printable/">https://www.brainzilla.com/logic/logic-grid/printable/</a> While attempting the tasks, ask the children to write down words to describe how they feel whenever they fail. They should record all their attempts so that they can see the number of times they failed.</p> <p>Task: Children answer these questions: How does it feel when we find something difficult or fail the first time? How can being positive help?</p> <p>Adaptations: Support: May need to work with a partner. Might need to speak to an adult about the emotional experience that comes with failure and strategies to manage these so that they are ready to</p>


							try again. Please be aware this support might be needed for children who normally find learning easy as this might be the first time they have experienced failure. <b>Challenge:</b> Should be challenged to describe how this trial and error approach could be used in other areas of life. It is important in this lesson that all pupils struggle and fail in order to learn from that experience.
Week Three	How do we set short-term, medium-term and long-term goals?	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcome	I can identify what I want to learn or be better at I can say what I need to do to get better I can estimate how much time goals will take to achieve	<ul style="list-style-type: none"> <li>Taking responsibility for my own feelings</li> </ul>	<ul style="list-style-type: none"> <li>Goal</li> <li>Achieve</li> <li>Plan</li> <li>Steps</li> </ul>	<a href="https://www.kapowprimary.com/resources/pshe/rse/pshe-mixed-age-year-5-6-goal-setting-smart/">RSE &amp; PSHE Mixed-Age Year 5/6 Goal setting SMART (kapowprimary.com)</a>  Step 1: Ask the children: What are goals? What goals do you know of that you or other people have set themselves? Record their answers on the board.  Step 2: Show the SMART goals presentation to help the children create their own goals.  Task: The children are going to be setting themselves three different goals for three different time frames and need to answer (use resource sheet) : What would you like to do by next week? What would you like to be able to do by the end of term? Y5 = What would you like to be able to do by the time you are in year 6? Y6 = What would you like to be able to do by the time you leave the school at the end of Year 6?  Adaptations: Support: Would benefit from working as part of a guided group to share ideas before they draw or write their goals down. Might benefit from just looking at the two shorter time frames. Challenge: Should describe a clear way of achieving each of their goals, considering the SMART approach for all. Should use the Activity: Goals sheet – identifying barriers to consider potential problems and how they might overcome these. They could also relate their goals to a longer-term life goal, for example a particular job they would like and how they could begin to work towards this.	
Week Four	How do we take responsibility for our own feelings and actions ?	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	I can describe a range of feelings I understand that my actions affect other people I can use different strategies to manage my feelings	<ul style="list-style-type: none"> <li>Taking responsibility for my own feelings</li> </ul>	<ul style="list-style-type: none"> <li>Destiny</li> <li>Choice</li> <li>Feeling</li> <li>Emotion</li> <li>Assertive</li> </ul>	<a href="https://www.kapowprimary.com/resources/pshe/rse/pshe-mixed-age-year-5-6-emotions-choices-taking-responsibility/">RSE PSHE Mixed-Age Year 5/6 Emotions Choices Taking Responsibility (kapowprimary.com)</a>  Step 1: Have a look at this link = <a href="http://video.link/w/Azbe">http://video.link/w/Azbe</a> Ask the children to consider how the story could have gone if they had chosen another path, reinforcing the idea that our actions have a big impact on what happens.  Step 2: As the children to list as many different emotions as they can. Then ask them to name an example of when they have felt these emotions or a situation that could make them feel these. After as a class, discuss the different courses of action that could be taken in these situations.  Task: Show pupils the presentation: Choose your destiny and discuss what other choices there would have been in that situation. Ask children to create their own 'choose your destiny' story, based on different emotions. Y5 = To be in comic book format Y6 = To be written.  Adaptations: Support: Can use the Activity: Choose your destiny template and Activity: List of dilemmas. Challenge:	

							Should be able to think of a familiar situation which might lead to choices and then describe both possible outcomes in detail to make their story interesting and exciting. They may also add in further choices in their story so the reader has several choices to make.
Week Five	How do we plan healthy meals?	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>We each need to consume a variety of nutritious foods, containing the different substances that we need to keep ourselves healthy.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p><a href="https://video.link/w/FtwK">https://video.link/w/FtwK</a></p>	<ul style="list-style-type: none"> <li>Considering calories and food groups to plan healthy meals.</li> </ul>	<ul style="list-style-type: none"> <li>Calories</li> <li>Healthy diet</li> <li>Food groups</li> <li>Recommended daily intake (RDI)</li> <li>Serving</li> <li>Portion</li> <li>Obesity</li> </ul>	<p><a href="https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-year-5-6-healthy-eating-food-groups/">RSE PSHE Mixed-age Year 5/6 Healthy Eating Food Groups (kapowprimary.com)</a></p> <p>Step 1: Show the presentation healthy meals. Display slide 2 - Challenge the pupils to tell you what they already know about food groups. Display slide 3. Discuss and categorise the foods into the correct food groups within the Eatwell guide pie chart as a class.</p> <p>Step 2: Show slide 4 - go through what calories are. Display slide 5 - explain that we all need a different amount of energy depending on our age, gender and how active we are. Go through the rest of the presentation showing examples.</p> <p>Task: Display slide 10. Explain to the children that are going to investigate the Kapow café, which is opening tomorrow. They will have to check the dishes against the chef's brief. Display slide 11. As a class, identify and discuss the existing issues with the current menu. Organise the children into groups of four to five, and explain that we are going to redesign the Kapow cafe opening menu. Give each table the Activity: Dish designer. The children will need access to <a href="https://www.nhs.uk/live-well/healthy-weight/calorie-checker/">https://www.nhs.uk/live-well/healthy-weight/calorie-checker/</a>, and a calculator. Y5 = To design 2 dishes Y6 = To design 4 or more dishes.</p> <p>Adaptations: <b>Support:</b> Should be placed in mixed ability pre-planned groups and roles. Can be provided with a copy of the Activity: Food pyramid and Activity: Food groups for additional visual support and structure. Should be given the key ingredient for the group to narrow the selection of ideas. Should be given fewer dishes to design. <b>Challenge:</b> Can be challenged to work out how many calories would remain from their RDI if they were to eat one of the meals that they had designed. Should engage in further discussion on how the meals are also balanced with regards to the food groups and establishing what the connection is between categories in the Eatwell guide (slide 2) and calorie content.</p>	
Week Six	What are the risks of too much sun and how can we avoid them?	<p>Health and prevention &gt; about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>I understand the risks of exposure to the sun</p> <p>I can explain the things I need to do to keep myself safe in the sun</p> <p>I understand as I get older I need to take responsibility for my own safety in the sun</p>	<p>Developing independence for protecting myself in the sun.</p>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Risk</li> <li>Weather</li> <li>UV rays</li> <li>Sunburn</li> <li>Skin cancer</li> <li>Slip, Slop, Slap</li> </ul>	<p><a href="https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-health-and-wellbeing/mixed-age-year-5-6-lesson-7-cycle-a-sun-safety/">https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-health-and-wellbeing/mixed-age-year-5-6-lesson-7-cycle-a-sun-safety/</a></p> <p>Step 1: Display the sun safety presentation. Ask the children what risks are associated with different types of weather and get them to write their responses on a sticky note.</p> <p>Step 2: Make a class list of possible risks associated with the sun, for example sunburn, sunstroke, dehydration. Then show slide 2 and explain that moderate amounts of sunshine is good for us and that too much sun can be dangerous.</p> <p>Task: Ask them to think about whether they always do the things they should to protect themselves from the sun. Give the children the Activity: Sun safety scenarios resource. Y5 - Working in pairs, the children read and discuss the scenarios. Y6 – They write responses to the scenario resource.</p> <p>Adaptations: <b>Support:</b></p>	

							<p>Give additional support with the scenarios activity if required and ask the children to act them out to help them decide what the characters should do. Scenarios 1 and 2 might be easier for the children to consider as they are more likely to be in their direct experience.</p> <p><b>Challenge:</b> Having looked at one or two of the given scenarios, children could develop their own sun safety scenario to share with the rest of the class. They could also write these scenarios including questions and swap them with another group for them to solve.</p>
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MFL - IA - Describing in French

	Learning Objective	NC Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task/Adaptations/ Tweaks/Challenges
Week One	To begin to understand that adjectives change if they describe a feminine noun	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words describe people, place, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English listen attentively to spoken language and show understanding by joining in and responding	<p>Y5 =</p> <p>To recognise the definite article in the plural form. To identify adjectives in feminine and plural forms. To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural.</p> <p>Y6 =</p> <p>To explain the meaning of the term 'definite article' and know that its form depends on the gender of the noun. To know which adjectives are irregular in the feminine and/or plural forms.</p>	To know that the Louvre is a famous art gallery Can see that adjectives change when describing feminine nouns	<p>heureux (masc.) heureuse (fem.) - happy</p> <p>sérieux (masc.) sérieuse (fem.) - serious</p> <p>Le Musée du Louvre - the Louvre museum</p> <p>l'entrée - the entrance</p> <p>un tableau - a painting</p> <p>une statue - a statue</p>	<p><a href="#">Y5/6 French (Cycle A): Adjectives &amp; Noun Gender - Kapow Primary</a></p> <p>Step 1: Practise some greetings such as Bonjour and Je m'appelle. And play the link: <a href="#">Welcome to the Louvre - Bienvenue au Louvr... - VideoLink</a> ask the children if they know what the Louvre is and where it is. Introduce the children to the words: l'entrée – the entrance le musée – the museum</p> <p>Step 2: Open the link: <a href="#">Louvre Museum Official Website</a> and show the children a mixture of paintings and statues. Introduce the phrases: <b>c'est un tableau</b> – it's a painting and, <b>c'est une statue</b> – it's a statue.</p> <p>Task: Introduce the children to: <b>Il est sérieux</b> he is serious <b>Elle est sérieuse</b> – she is serious <b>Il est heureux</b> – he is happy <b>Elle est heureuse</b> – she is happy</p> <p><a href="#">Show the children the slides and allow them to guess the expressions in mixed ability pairs.</a></p> <p>Children then write these into their books describing each expression.</p> <p>Adaptations: <b>Support:</b> can focus on listening to the teacher and/or their peers using the correct adjectival agreement and the change in pronunciation. They can then repeat each sentence until confident to respond independently. <b>Challenge:</b> Challenge them to 'be the teacher' by using il/elle est heureux/heureuse/sérieux/sérieuse – he/she is happy/serious and challenging their partner to state whether they are correct or incorrect by using vrai or faux (true or false). They then can verify their partner's response</p>
Week Two	To understand a simple description of hair and eye colour		<p>Y5 = To recognise that some adjectives are irregular and do not follow a rule. To understand how and why adjectives must agree with the noun they are describing.</p> <p>Y6 = To name some invariable colour adjectives.</p>	Apply knowledge of language rules and conventions when building short sentences.	<p>il a - he has</p> <p>elle a - she has</p> <p>les cheveux - hair</p> <p>les cheveux châtain - brown hair</p> <p>les cheveux blonds - blond hair</p> <p>les cheveux noirs - black hair</p> <p>les cheveux roux - ginger hair</p> <p>les yeux - eyes</p> <p>les yeux bleus - blue eyes</p> <p>les yeux marron - brown eyes</p> <p>*Elle a les cheveux blonds - She has blonde hair</p> <p>*Elle a les cheveux noirs - She has black hair</p> <p>*Elle a les cheveux châtain - She has brown hair</p> <p>*Il a les cheveux châtain - He has brown hair</p> <p>*Il a les cheveux roux - He has ginger hair</p>	<p><a href="#">Y5/6 French: Adjectives For Colour of Hair and Eyes- Kapow Primary</a></p> <p>Step 1: What am I talking about? Show the presentation. Describe the children in order by saying (in French only): Henri a les cheveux châtain – Henri has chestnut brown hair Zach a les cheveux blonds – Zach has blond hair Amara a les cheveux châtain – Amara has chestnut brown hair Grace a les cheveux blonds – Grace has blond hair Ask the children to raise a hand when they have worked out what you are referring to. What do they think the word cheveux means?</p> <p>Step 2: Listening = Go through presentation playing the audio and the children repeat and then translate.</p> <p>Task: Display slide 9, which shows a variety of portraits.</p> <p>Y5 = Describe each picture using the vocabulary learnt during the lesson. Y6 = Describe each picture but with added description using previous knowledge.</p>

					<p>* Il a les yeux bleus - He has blue eyes          *Elle a les cheveux châtain. Elle a les yeux bleus. - She has brown hair. She has blue eyes.          *Il a les cheveux blonds. Il a les yeux marron. - He has blonde hair. He has brown eyes.          *Elle a les cheveux roux. Elle a les yeux marron. - She has ginger hair. She has brown eyes.</p>	 <p>Adaptations:  <b>Support:</b>          working with an adult, they can identify the correct portrait through the use of actions by the teacher (e.g pointing to hair for 'cheveux' or the colour black for 'noirs').  <b>Challenge:</b>          challenge them to describe a picture independently, ensuring that they use the correct adjectival agreement, e.g les yeux bleus – blue eyes.</p>
Week Three	To create simple descriptive sentences	<p>Y5 =          To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms.</p> <p>Y6 =          To name some invariable colour adjectives. To explain the placement of adjectives of size and other adjectives in a sentence in French.</p>	<p>Understand how a simple sentence is written.          Write words, phrases, and a few sentences using a model, remembering simple structures and applying in new contexts.</p>	<ul style="list-style-type: none"> <li>il a - he has</li> <li>elle a - she has</li> <li>les cheveux - hair</li> <li>les yeux (masc. plural) - eyes</li> <li>châtains (semi-invariable) (masc. plural) - brown</li> <li>blonds (masc. plural) - blonde</li> <li>marron (invariable) - brown</li> <li>noirs (masc. plural) - black</li> <li>roux (masc. plural) - ginger/red</li> <li>bleus (masc. plural) - blue</li> <li>verts (masc. plural) - green</li> <li>rouges (masc. plural) - red</li> <li>jaunes (masc. plural) - yellow</li> <li>verts (masc. plural) - green</li> <li>blancs (masc. plural) - white</li> <li>roses (masc. plural) - pink</li> <li>violets (masc. plural) - purple(masculine singular/plural)</li> <li>orange (invariable) (masc. plural) - orange</li> </ul>	<p><a href="#">Y5/6 French, Lesson: Describing People in French - Kapow Primary</a></p> <p>Step 1:          Listen to the presentation focusing on key vocabulary and pronunciation. If practical, get the children to walk around the classroom and when you call out a colour, the children find and touch an object of that colour.</p> <p>Step 2:          Have activity faces template. Describe in French four different combinations of hair and eye colour. After each description, give the children time to colour in the hair and eyes so the face matches the description you gave. You can be as imaginative as you want as the real purpose is to get the children to revise and be more confident with their vocabulary. So you could have, for example:</p> <p>Elle a les cheveux verts et les yeux roses – She has green hair and pink eyes</p> <p>Il a les cheveux bleus et les yeux jaunes – He has blue hair and yellow eyes</p> <p>Elle a les cheveux jaunes et les yeux violets – She has yellow hair and violet eyes</p> <p>Il a les cheveux orange et les yeux rouges – He has orange hair and red eyes</p> <p>Task:  <a href="#">With the last 2 faces the children can create their own and share with their peers.</a>          Y6 = <a href="#">Encourage the children to have a go at writing a sentence without looking at the help cards.</a></p> <p>Adaptations:  <b>Support:</b>          Can work in small adult-supported groups with a reduced amount of vocabulary, describing hair or eyes (not both) or using fewer colours. They focus on describing verbally before writing when more confident.  <b>Challenge:</b>          Once they have constructed their sentence with the word cards, challenge them to write sentences using multiple colours from memory, ensuring the adjectives agree.</p>	
Week Four	To understand simple descriptive sentences	<p>Y5 =          To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives</p>	<p>Understand how a simple sentence is written.          Manipulate language by changing a single element in a sentence.</p>	<p>qui? - who?</p> <p>petit (masc. sing.), petite (fem. sing.) - small</p> <p>grand masc. sing.), grande (fem. sing.) - big, tall</p> <p>il est... he/it is...</p>	<p><a href="#">Y5/6 French, Lesson: Describing Personality Traits - Kapow Primary</a></p> <p>Step 1:          Watch video on key vocabulary and pronunciation and recap previous lesson.</p> <p>Step 2:</p>	

			<p>are invariable and do not change in the feminine and/or plural forms.</p> <p>Y6 = To name some invariable colour adjectives. To explain the placement of adjectives of size and other adjectives in a sentence in French</p>		<p>elle est... she/it is fort (masc. sing.), forte (fem. sing.) - strong poli (masc. sing.), polie (fem. sing.) - polite travailleur (masc. sing.), travailleuse (fem. sing.) - hard working sportif (masc. sing.), sportive (fem. sing.) - sporty heureux (masc. sing.), heureuse (fem. sing.) - happy sérieux (masc. sing.), sérieuse (fem. sing.) - serious il s'appelle ... - he is called... elle s'appelle... - she is called ... il a - he has elle a - she has les cheveux - the hair les yeux - the eyes châtains (masc. plural) - brown - for hair blonds (masc. plural) - blond noir (masc. sing.), noirs (masc. plural), noire (fem. sing.), noires (fem. plural) - black roux (masc. plural) - ginger/red - for hair bleu (masc. sing.), bleus (masc. plural), bleue (fem. sing.), bleues (fem. plural) - blue vert (masc. sing.), verts (masc. plural), verte (fem. sing.), vertes (fem. plural) - green marron (invariable) - brown rouge (masc. sing.), rouges (masc. plural), rouge (fem. sing.), rouges, (fem. plural) - red (not with hair) jaune (masc. sing.), jaunes (masc. plural), jaune (fem. sing.), jaunes (fem. plural) - yellow blanc (masc. sing.), blancs (masc. plural), blanche (fem. sing.), blanches (fem. plural) - white rose (masc. sing.), roses (masc. plural), rose (fem. sing.), roses (fem. plural) - pink orange - orange (invariable) violet (masc. sing.), violets (masc. plural), violette (fem. sing.), violettes (fem. plural) - violet</p>	<p>Display the presentation – Personalities. Go through the group of friends, revising grand and petit from Year 3 and the colours. Describe each character on the slide and ask pupils to work out which one you are describing – how did they know? Introduce new description words then match these in their books:</p> <p><b>poli–polie – polite</b></p> <p><b>fort – forte – strong</b></p> <p><b>sportif – sportive – sport</b></p> <p><b>travailleur – travailleuse – hardworking</b></p> <p><b>heureux – heureuse – happy</b></p> <p>Task: Display slide 5 and ask the questions in which the children write them into their books:</p> <p><b>Qui est bleu?</b> – who is blue? (Max)</p> <p><b>Qui a les cheveux blonds?</b> – who has blond hair? (Sophie and Nicole)</p> <p><b>Qui est petit?</b> – who is little? (Pascal)</p> <p><b>Qui est petite?</b> – who is little? (Nicole)</p> <p><b>Qui est sportive?</b> – who is sporty? (Max)</p> <p><b>Qui est heureuse?</b> – who is happy? (Evelyn)</p> <p>Ask the children to describe one of their friends using a similar sentence to the ones used for the group of friends and to add their friend’s name.</p> <p>Adaptations: <b>Support:</b> working in small groups, children can focus on just selecting one or two characteristics when describing a friend. If possible, they can work with an adult to create and rehearse their sentence about one of their classmates. <b>Challenge:</b> challenge them to extend their ideas to describe their friend taking into account both their appearance and as many characteristics as they can. To further practise pronunciation and accuracy, they can present their description to the class.</p>
Week Five	To write descriptive sentences.		<p>Y5 = To know which subject pronoun to employ when talking about someone else. To know that certain letters at the end of a word in French are not pronounced.</p>	<p>Write words, phrases, and a few sentences using a model, remembering simple structures and applying in new contexts.</p>	<p>les pieds, les yeux (m), les oreilles (f), les dents (f), les épaules (f), les genoux (m), les cornes (f), les jambes (f), les bras (m), le nez, le bec, la tête, la bouche, la queue, grand(s) (m)/grande(s) (f), court(s) (m)/courte(s) (f), long(s) (m)/longue(s) (f), petit(s) (m)/petite(s) (f), pointu(s) (m) / pointue(s) (f), beau/beaux (m) belle(s) (f), vert(s) (m)/verte(s) (f), rouge(s) (m)/ rouge(s) (f), jaune(s) (m)/ jaune(s) (f), noir(s)</p>	<p><a href="#">Y5/6 French: Written Descriptions Of Friends Kapow Primary</a></p> <p>Step 1: Using the ‘Red Herring’ and the activity sheet ‘French friends pictures’ Explain to the children that you are going to say a sentence and anyone who has a text card that matches a word in the sentence, and anyone with a picture card that matches the sentence, should go up to the front. The children will then arrange themselves in the right order, so that when they hold up their cards they form a human sentence, with the correct picture card at the end.</p> <p>Step 2: Ask the children each to draw a simple portrait of a person. Depending on the circumstances, this could be their partner, someone in the class, a friend, a character from a book or a made up character.</p>

			<p>Y6 = To explain the placement of adjectives of size and other adjectives in a sentence in French. To be able to give examples of the difference in word order in French and English.</p>	<p>(m)/noire(s) (f), bleu(s) (m)/bleue(s) (f), il a, elle a, c'est un/ c'est une, le corps, une antenne, rond (s) (m), ronde(s) (f), orange, rose(s), gris (m), grise(s) (f), blanc(s) (m), blanche(s) (f), une giraffe, une tortue, une grenouille, un kangourou, un escargot, un lion, un éléphant, un serpent, un poisson, La tête de..., Le corps de..., Les pieds de..., elle habite dans le désert, il habite dans la forêt, elle habite dans l'océan, elle est un herbivore, il est un carnivore, il est un omnivore, elle mange les petites fleurs, il mange les petits poissons rouges, elle mange les serpents noirs et les plantes vertes,</p>	<p>Task: Children write as many sentences as they can to describe this person, using the <i>Activity: Key vocabulary word mat</i> for support. The children should work individually in their pairs but can support each other and discuss if they need to. Y6 = As an extra challenge the children could look up some additional character words.</p> <p>Adaptations: Support: work in a group with an adult as a scribe, using the scaffold and the unit Knowledge Organiser for support. Challenge: challenge them to focus on writing their character description without the support of the scaffold. They can self-assess against the scaffold and unit Knowledge Organiser and correct any errors. Some may wish to present their description to the class.</p>
Week Six	Assessment: French monster pets.				<p><a href="#">Assessment French Y5/6 (Cycle A): Portraits - Kapow Primary</a></p>

MFL - 1B - Meet my French Family

	Learning Objective	NC Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task/Adaptations/ Tweaks/Challenges
Week One	To recognise and use phrases to say if I have a brother or sister	<ul style="list-style-type: none"> <li>Read carefully and show understanding of simple writing</li> <li>Speak in sentences using familiar vocabulary</li> <li>Present ideas and information orally</li> <li>Improve accuracy of pronunciation</li> <li>Read carefully and show understanding of simple writing</li> <li>Write at varying length using a variety of grammatical structures</li> <li>Speak with fluency and spontaneity</li> <li>Express opinions and respond to those of others</li> <li>Describe people orally and in writing</li> <li>Express ideas clearly</li> </ul>	<p>Y5 = Recognise words in English that have been borrowed from the French language.</p> <p>Y6 = Speak with fluency and spontaneity.</p>	<ul style="list-style-type: none"> <li>To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form.</li> </ul>	<ul style="list-style-type: none"> <li>J'ai un frère – I have a brother</li> <li>J'ai une sœur – I have a sister</li> <li>J'ai deux frères - I have two brothers</li> <li>J'ai deux sœurs - I have two sisters</li> <li>J'ai un frère et une sœur - I have a brother and a sister.</li> <li>Je n'ai pas de frère – I haven't got a brother</li> <li>Je n'ai pas de sœur – I haven't got a sister</li> <li>Je n'ai pas de frère ou de sœur - I haven't got a brother or a sister</li> <li>J'ai une sœur mais je n'ai pas de frère - I have a sister but I don't have a brother</li> <li>Je suis fils unique – I am an only child (boy)</li> <li>Je suis fille unique – I am an only child (girl)</li> </ul>	<p>Complete pre-assessment</p> <p><a href="#">Year 5/6 French: How Many Brothers and Sisters - Kapow Primary</a></p> <p>Step 1: Focus on the word for brother and sister. Without telling the children give the children a chance to work it out for themselves using their language detective skills (using the activity sheet). Y6 = leave out some of the phrases and see if they can work out what the phrases should be.</p> <p>Step 2: Show Slide 2 which shows just the phrases from the activity. Read out or play the audio file for each phrase in turn (and in order), and ask the children to hold up the correct picture.</p> <p>Task: Give children a copy of the resource Activity Siblings. Y5 = To work through activity sheet in their books. Y6 = Complete activity sheet and write their own sentence and draw a matching picture.</p> <p>Adaptations: Support: can either have a printed copy of the matching cards uncut, or keep their matched cards on the table to use as a support for writing. The unit Knowledge Organiser will also be a useful support resource.</p> <p>Challenge: Can move on to Siblings activity Sheet 2, a gap fill task which further focuses on the phrase structure. Challenge any fast- finishers to begin to write their own sentence and draw a matching picture about a real, imagined, fictional or historical family.</p>
Week Two	To be able to name different family members on a family tree.	<ul style="list-style-type: none"> <li>Express opinions and respond to those of others</li> <li>Describe people orally and in writing</li> <li>Express ideas clearly</li> </ul>	<p>Y5 = Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary.</p> <p>Y6 = Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary.</p>	<ul style="list-style-type: none"> <li>To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure.</li> <li>To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence.</li> </ul>	<ul style="list-style-type: none"> <li>mon - my (and a masculine noun)</li> <li>ma - my (and a feminine noun)</li> <li>mes - my (and a plural noun)</li> <li>mon père - my father</li> <li>ma mère - my mother</li> <li>mes parents - my parents</li> <li>mon grand-père - my grandfather</li> <li>ma grand-mère - my grandmother</li> <li>mes grands-parents - my grandparents</li> <li>mon frère - my brother</li> <li>ma soeur - my sister</li> <li>le fils - the son</li> <li>la fille - the daughter</li> <li>mon oncle - my uncle</li> <li>ma tante - my aunt</li> <li>mon cousin - my cousin (boy)</li> <li>ma cousine - my cousin (girl)</li> </ul>	<p><a href="#">Y5/6 French: Family Members, Possessive Adjectives- Kapow Primary</a></p> <p>Step 1: Show the family tree presentation slide 2. Discuss what a family tree is and how some family trees may be of different shapes and sizes, have more or fewer branches etc. Locate 'me' on the tree (bottom row, centre) and ask a few questions or play a fast finger game on the board for the children to identify where different relations appear on the tree (in English).</p> <p>Step 2: Show slide 3 as you click the mouse the first line of vocabulary will appear. Say each word or play the audio files and ask the children what they think the words mean. Use slide 4 to go over the French for my.</p> <p>Task: Once the children are reasonably confident with the new vocabulary, hand out to each child the Activity: Blank family tree to complete. Check the answers as a class using slide 5.</p> <p>Task 2: Y5 = Put the children into pairs and give each pair a copy of the Activity: C'est qui ? Y6 = The Activity: Family web. The exercise can be individually or in pairs. The second page illustrates the exercise.</p> <p>Adaptations: Support: Can use the unit's Knowledge Organiser for support for writing. Play the noughts and crosses game in a small group to rehearse the vocabulary.</p> <p>Challenge:</p>

						Could begin to create their own family tree/web, writing sentences about their family.
Week Three	To be able to build descriptive sentences into a short paragraph	<p>Y5 = Organise words correctly to build phrases and sentences. Express likes and dislikes.</p> <p>Y6 = Use conjunctions to extend sentences. Express personal preferences. Apply knowledge of grammatical rules when building sentences.</p>	<ul style="list-style-type: none"> <li>To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence.</li> </ul>	<ul style="list-style-type: none"> <li>Il a - he has</li> <li>Elle a - she has</li> <li>les cheveux - hair</li> <li>les yeux - eyes</li> <li>les cheveux blonds - blond hair</li> <li>les cheveux noirs - black hair</li> <li>les cheveux roux - ginger hair</li> <li>les yeux bleus - blue eyes</li> <li>les yeux verts - green eyes</li> <li>les yeux gris - grey eyes</li> <li>mon - my (and a masculine noun)</li> <li>ma - my (and a feminine noun)</li> <li>mes - my (and a plural noun)</li> <li>mon père - my father</li> <li>ma mère - my mother</li> <li>mon frère - my brother</li> <li>ma soeur - my sister</li> <li>mon oncle - my uncle</li> <li>ma cousine - my cousin (girl)</li> <li>Son anniversaire, c'est le ... - his/her birthday is the...</li> <li>Il/Elle a [ ] ans - He/She is [ ] years old.</li> </ul>	<p><a href="#">Y5/6 French: Identifying People From Descriptive Clues Kapow Primary</a></p> <p>Step 1: Show the Family Album presentation. Guess who showing slide 2 which introduces six relatives, five of whom have pictures. In this lesson, the children will use clues to work out which picture belongs to which relative. Show slide 3, which gives a description of 'mon père' (my father). Read out each clue, a sentence at a time, or play the audio files, and ask the children to decide who you are describing.</p> <p>Step 2: Put the children into pairs and give each pair the Activity: Family album resource. In their pairs, the children are going to use the clues to work out the identity of each of the remaining members of the family: mon frère – my brother mon oncle – my uncle ma mère – my mother ma cousine – my (girl) cousin</p> <p>Task: Y5 = Version 1 = has each sentence clue divided up with vertical lines to help reading comprehension and to show how the sentence is built up Y6 = Version 2 = has each part of the sentences jumbled up like puzzle pieces. Pupils need to work out how to fit the pieces together before working out the clue. Version 2 of the activity could be done as a 'sort and stick' activity if each of the jigsaw pieces is cut up. Alternatively, the children could look at the pieces and write out the full sentences. Note that the children could use the puzzle pieces to build their own descriptions of real or fictitious people.</p> <p>Adaptations: Support: Show the children the first page from the Activity: Family album. Working in small groups, the children can read the sentences introducing each member and then add the names to the album photo. Challenge: Can unscramble the jumbled sentences to build and write a description of each family member then work out who they are on the photo.</p>	
Week Four	To be able to understand and express simple opinions.	<p>Y5 = Express likes and dislikes.</p> <p>Y6 = Express personal preferences.</p>	<ul style="list-style-type: none"> <li>To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>J'aime - I like</li> <li>J'aime beaucoup - I really like</li> <li>J'adore - I love</li> <li>Je n'aime pas - I don't like</li> <li>les ananas (m) - the pineapples</li> <li>les abricots (m) - the apricots</li> <li>les citrons (m) - the lemons</li> <li>les pommes (f) - the apples</li> <li>les poires (f) - the pears</li> <li>les pêches (f) - the peaches</li> <li>les bananes (f) - the bananas</li> <li>les oranges (f) - the oranges</li> <li>les cerises (f) - the cherries</li> <li>les fraises (f) - the strawberries</li> </ul>	<p><a href="#">Y5/6 French Lesson: Family Member Likes and Dislikes- Kapow Primary</a></p> <p>Step 1: Play Thumbs up, Thumbs down J'aime – I like (one thumb up) J'aime beaucoup – I really like (two thumbs up) J'adore – I love (two thumbs held high) Je n'aime pas – I don't like (one thumb down) Show the appropriate number of thumbs up or down while you say each opinion and get the children to copy. Gradually get faster and then try saying just the words and the pupils show their understanding by holding up their thumbs.</p> <p>Step 2: Show the Who likes what display. Show the sentence on slide 3 ask the children what it means and then get them to change the sentence and do the same for the other slides.</p>	

					<ul style="list-style-type: none"> <li>les pastèques (f) - the watermelons</li> <li>les raisins - the grapes</li> <li>et - and</li> <li>mais - but</li> <li>mon - my (and a masculine noun)</li> <li>ma - my (and a feminine noun)</li> <li>mes - my (and a plural noun)</li> <li>mon père - my father</li> <li>ma mère - my mother</li> <li>mon grand-père - my grandfather</li> <li>ma grand-mère - my grandmother</li> <li>mon frère - my brother</li> <li>ma soeur - my sister</li> <li>ma tante - my aunt</li> <li>mon oncle - my uncle</li> <li>mon cousin - my cousin (male)</li> <li>ma cousine - my cousin (female)</li> </ul>	<p><b>Task:</b> Put the children into pairs and give each a copy of the Activity: What they like. Y5 = Complete the first page which is a copy of slide 7 which includes the words. Y6 = Complete the second page which is a copy of slide 8 and then build their own sentence using the connectives et -and mais – but.</p> <p><b>Adaptations:</b> <b>Support:</b> use page 1 of the activity resource, where pictures are captioned to support sentence building. <b>Challenge:</b> create extended sentences using et (and) / mais (but), as well as alternatives using vocabulary from previous topics. To stretch the very able, ask the children to add adjectives such as grand(s)/grande(s) following an example such as ma soeur adore les petites pommes vertes et les grandes cerises rouges – my sister loves small, green apples and big red cherries.</p>
Week Five	To plan and prepare a short presentation about my family.		<p>Y5 = Recognise words in English that have been borrowed from the French language. Show understanding of simple writing. Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary. Use familiar high frequency verbs to present information about someone else. Express likes and dislikes. Organise words correctly to build phrases and sentences.</p> <p>Y6 = Apply knowledge of grammatical rules when building sentences. Use conjunctions to extend sentences. Express personal preferences. Make ambitious word selections using appropriate resources such as a bilingual dictionary and</p>	<ul style="list-style-type: none"> <li>To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.</li> </ul>	<p>J'aime - I like J'aime beaucoup - I really like J'adore - I love Je n'aime pas - I don't like les ananas (m) - the pineapples les abricots (masculine) - the apricots les citrons (masculine) - the lemons les pommes (feminine)- the apples les poires (feminine) - the pears les pêches (feminine) - the peaches les bananes (feminine) - the bananas les oranges (feminine) - the oranges les cerises (feminine) - the cherries les fraises (feminine) - the strawberries les pastèques (feminine) - the watermelons les raisins (masculine) - the grapes les carottes (feminine) - the carrots les bonbons - the sweets les biscuits - the biscuits et - and Mais - but Il a - he has Elle a - she has Les cheveux - hair les cheveux blonds - blonde hair</p> <p>les cheveux noirs - black hair les cheveux roux - ginger hair les cheveux longs - long hair les cheveux courts - short hair</p>	<p><a href="#">Y5/6 French: Written Composition About Family- Kapow Primary</a></p> <p><b>Step 1:</b> Show the Vrai ou Faux presentation and put a copy by the activity True or False on each table. Give the children time to look at the pictures, then display slide 3, which gives a number of statements about the family. Read out the first statement or play the audio file, and ask the class to check the picture and then vote, by putting up their hands, whether the statement is vrai – true or faux – false.</p> <p><b>Step 2:</b> Display the presentation – Rainbow sentences. Children unjumble the sentences in their books.</p> <p><b>Task:</b> Ask children to create a rainbow for different family members, using the Activity: Rainbow sentences as a model. By simply replacing certain words in each sentence, the paragraph could describe a completely different person. Y5 = Complete it based on their real family Y6 = Complete it based on a fantasy family using more description.</p> <p><b>Adaptations:</b> <b>Support:</b> limit the children to building blue and green rainbow sentences, first by building the jumbled sentence then changing name and age words. <b>Challenge:</b> create extended sentences using et (and) / mais (but), such as 'elle adore les bonbons mais elle n'aime pas les chocolats' – she loves sweets but doesn't like chocolate. Challenge them to try and incorporate any other information from the units covered so far.</p>

			<p>knowledge organiser. Speak with fluency and spontaneity.</p>	<p>les yeux - eyes les yeux bleus - blue eyes les yeux verts - green eyes le nez - the nose mon - my (and a masculine noun) ma - my (and a feminine noun) mes - my (and a plural noun) mon père - my father ma mère - my mother mes parents - my parents mon frère - my brother ma soeur - my sister mon grand-père - my grandfather ma grand-mère - my grandmother mes grandparents - my grandparents le fils - the son la fille - the daughter mon oncle - my uncle ma tante - my aunt mon cousin - my cousin (boy) ma cousine - my cousin (girl) J'ai un frère – I have a brother J'ai une sœur – I have a sister Je n'ai pas de frère – I haven't got a brother Je n'ai pas de sœur – I haven't got a sister Je suis fils unique – I am an only child (boy) Je suis fille unique – I am an only child (girl) L'anniversaire de ma mère, c'est le trois juillet - My mother's birthday is the third of July Il a trente-huit ans - he is thirty-eight years old</p>	
Week Six	Assessment: Meet my French Family				<a href="#">Assessment French Y5/6 (Cycle A): My French family - Kapow Primary</a>

