



Astley Park School

Nurturing Futures

Themed Days Cycle

Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MFL	RE	History	RE	MFL	History
Cycle 1	French	Christianity	The Victorians	Sikhism	Spanish	When I was Young
Cycle 2	German	Islam	The Great Fire of London	Christianity	Italian	Kings and Queens
Cycle 3	French	Buddhism	Ancient Egyptians	Judaism	German	Long ago in Chorley

Secondary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MFL	RE	History	RE	MFL	History
Cycle 1	French	Christianity	Romans	Sikhism	Spanish	Ancient Egypt
Cycle 2	German	Islam	Vikings	Christianity	Italian	The Tudors
Cycle 3	French	Buddhism	Stone Age	Judaism	German	Ancient Greece

P Scale and National Curriculum Coverage

	Modern Foreign Language		History
p1	<p>P1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>P1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person] • They may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity]. 	p1	<p>P1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements]. Any participation is fully prompted. <p>P1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, catching the smell of old fabric or wooden artefacts] • They may give intermittent reactions [for example, sometimes becoming quiet or tense when going into an ancient building].

<p>P2</p>	<p>P2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, withholding their attention from unfamiliar forms of interaction] • They begin to show interest in people, events and objects [for example, smiling at familiar people in familiar circumstances] • They accept and engage in coactive exploration [for example, focusing their attention, when prompted, on sensory aspects of stories or rhymes in the target language]. <p>P2 (ii) Pupils begin to be proactive in their interactions</p> <ul style="list-style-type: none"> • They communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting] • They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor to their language sessions] • They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language] • They cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions and facial expressions, with a familiar person using the target language]. 	<p>P2</p>	<p>P2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, looking to the source of unfamiliar sights and sounds in dramatisations of historical events] • They begin to show interest in people, events and objects [for example, tracking historical artefacts into or out of their field of awareness] • They accept and engage in coactive exploration [for example, touching wood, stone or old brick structures during site visits]. <p>P2 (ii) Pupils begin to be proactive in their interactions</p> <ul style="list-style-type: none"> • They communicate consistent preferences and affective responses [for example, wanting to look at a particular photograph] • They recognise familiar people, events and objects [for example, smiling at an item from their own family home] • They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, patting an old toy]. • They cooperate with shared exploration and supported participation [for example, when handling historical artefacts].
<p>P3</p>	<p>P3 (i) Pupils begin to communicate intentionally</p> <ul style="list-style-type: none"> • They seek attention through eye contact, gesture or action. • They request events or activities [for example, pointing to key objects or people during language sessions]. • They participate in shared activities with less support. They sustain concentration for short periods. • They explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings] • They observe the results of their own actions with interest [for example, listening to their own vocalisations during sessions in which the target language is used]. 	<p>P3</p>	<p>P3 (i) Pupils begin to communicate intentionally</p> <ul style="list-style-type: none"> • They seek attention through eye contact, gesture or action • They request events or activities [for example, vocalising for more sound in a simulation of historical events] • They participate in shared activities with less support. They sustain concentration for short periods • They explore materials in increasingly complex ways [for example, looking at, and touching, old objects] • They observe the results of their own actions with interest [for example, when exploring an antique mechanical toy] • They remember learned responses over more extended periods [for example, recalling gestures used in a dramatisation of a historical story from session to session]. <p>P3 (ii) Pupils use emerging conventional communication</p>

	<ul style="list-style-type: none"> • They remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly]. <p>P3 (ii) Pupils use emerging conventional communication</p> <ul style="list-style-type: none"> • They greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language] • They can remember learned responses over increasing periods of time and may anticipate known events [for example, pre-empting sounds or actions in familiar interactions in the target language] • They may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language] • They actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language] • They apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language]. 		<ul style="list-style-type: none"> • They greet known people and may initiate interactions and activities [for example, prompting an adult to look through a family album with them] • They can remember learned responses over increasing periods of time and may anticipate known events [for example, becoming excited at a key moment in a video of a school trip or family holiday] • They may respond to options and choices with actions or gestures [for example, eyepointing to an old toy from their own past] • They actively explore objects and events for more extended periods [for example, moving around a historical site] • They apply potential solutions systematically to problems [for example, gesturing towards the location for a new activity at the end of a session].
P4	<p>P4 Pupils attempt to repeat, copy or imitate some sounds heard in the target language</p> <ul style="list-style-type: none"> • They may perform familiar or simple actions on request using repetition, sign or gesture as prompts • They listen and may respond to familiar rhymes and songs in a foreign language. 	P4	<p>P4 Pupils recognise themselves and other people in pictures of the recent past</p> <ul style="list-style-type: none"> • They link the passage of time with a variety of indicators [for example, weekend activities, summer holidays or seasonal changes] • They use single words, signs or symbols to confirm the function of everyday items from the past [for example, ‘cup’, ‘bed’, ‘house’].
P5	<p>P5 Pupils attempt one or two words in the target language in response to cues in a song or familiar phrase</p> <ul style="list-style-type: none"> • They respond to simple questions, requests or instructions about familiar events or experiences • Responses may be through vocalisation, sign or gesture and pupils’ responses may depend upon repetition and support. 	P5	<p>P5 Pupils know they took part in past events and they listen and respond to familiar stories about their own past</p> <ul style="list-style-type: none"> • They begin to communicate about activities and events in the past [for example, saying or signing ‘baby toys’] in response to personal items from their own early childhood • With some prompting or support, they answer simple questions about historical artefacts and buildings [for example, identifying a bowl as being made out of wood].
P6	<p>P6 Pupils respond to others in a group</p>	P6	<p>P6 Pupils recognise and make comments about themselves and people they know in pictures of the more distant past</p>

	<ul style="list-style-type: none"> • Their attempts to communicate in the target language may rely heavily upon repetition and gesture, and they may use facial expression and/or intonation to enhance meaning • They communicate positives and negatives in the target language in response to simple questions • They match and select symbols for familiar words, actions or objects presented in the target language. 		<ul style="list-style-type: none"> • They recognise some obvious distinctions between the past and the present in their own lives and communicate about these [for example, noting their attendance at a different school in the past] • They begin to pick historical artefacts out from collections of items [for example, identifying old plates, items of clothing or hand tools].
p7	<p>P7 Pupils introduce themselves by name in response to a question in the target language</p> <ul style="list-style-type: none"> • They contribute to using the target language for a purpose, for example, using ICT skills to access the internet and exchange information, with guidance from other pupils or adults • They listen, attend to and follow familiar interactions in the target language. 	p7	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements</p> <ul style="list-style-type: none"> • They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria [for example, old toys and new toys].
p8	<p>P8 Pupils listen attentively and know that the target language conveys meaning</p> <ul style="list-style-type: none"> • They understand one or two simple classroom commands in the target language • They respond briefly using single words, signs or symbols • They may need considerable support from a spoken model and from visual clues • They may read and understand a few words presented in a familiar context with visual clues • They can copy out a few words with support • They label one or two objects • With some support, they use the target language for a purpose [for example, requesting items in simulations of real-life encounters in the target language]. 	p8	<p>P8 Pupils indicate if personal events and objects belong in the past or present</p> <ul style="list-style-type: none"> • They begin to use some common words, signs or symbols to indicate the passage of time [for example, now/then, today/yesterday] • They can recount episodes from their own past and some details from other historical events with prompts [for example, past school or local events] • They answer simple questions about historical stories and artefacts.
KS1		KS1	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to

			<p>compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality
KS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* -present ideas and information orally to a range of audiences* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally* and in writing <p>Languages – key stage 2 3</p> <ul style="list-style-type: none"> -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. 	KS 2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

