

## Curriculum Overview 2021-22

| Nursery          |  |   |   |
|------------------|--|---|---|
| Key texts        | So Much, by Trish Cook<br>My First Mother Goose, Iona Opie   | Sharing a shell-Julia Donaldson<br>Anna Hibiscus at the beach Lauren Tobia<br>A Great Big Cuddle – Michael Rosen  | Dinosaur Roar Henrietta Paul Stickland<br>Let's talk about dinosaurs Britta Teckentrup<br>Emergency Margaret Mayo   |
| Enquiry Question | <b>Who am I?<br/>What are the special events in my life?</b>   | <b>What will I find at the seaside?<br/>How do I make friends and how am I feeling?</b>   | <b>What was the world like when dinosaurs existed?<br/>What jobs do people do?</b>  |
| UW History       | Special events in our lives  | Grandparents  | Dinosaurs   |
| UW Geography     | Where do we live?<br>fieldwork   | Where we go on holiday – the seaside  | Comparison of environments Jurassic Vs today  |
| UW Science       | Our Bodies<br>Animals in the local environment<br>Seasonal Changes   | Why things happen and how they work   | Plants and Growth   |
| UW Computing     | Personal information.<br>Parental consent.<br>Stranger danger.   | Interfacing with devices (laptops and tablets).<br>Using a mouse to move and click on laptops.<br>Turn off and on, and finding the home button on a tablet.   | Following algorithms unplugged and with Beebots/ Coderpillars.  |
| PSE              | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences   | Caring and Responsibility<br>Families and Committed Relationships<br>Emergency Services – calling 999   | Healthy Body, Healthy Mind<br>Coping with Change<br>Sun safety  |
| EAD              | Rhythm<br>Clapping Rhythms – copy me<br>Genre – Nursery Rhymes, counting songs, seasonal songs<br>Explores colour and how colours can be changed.<br>Beginning to be interested in and describe the texture of things.<br>Uses various construction materials.<br>Engages in imaginative role-play based on own first-hand experiences.<br>Explores colour | Tempo<br>Recognise and perform fast and slow<br>Dynamics – Recognise and loud and quiet<br>Genre – Nursery Rhymes, counting songs, seasonal songs<br>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.<br>Joins construction pieces together to build and balance.<br>Uses available resources to create props to support role-play.<br>Explores how colours can be changed. | Timbre<br>listen to different instruments and describe their sounds<br>Genre – Nursery Rhymes, counting songs, seasonal songs<br>Realises tools can be used for a purpose.<br>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.<br>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.<br>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| PD               | Moving safely in a variety of ways<br>Beginning to make marks<br>Developing pencil grip  | Beginning to making marks with increasing control<br>Developing pencil grip<br>To write some letters of their name correctly<br>To move up and downstairs safely with increasing control<br>Use scissors to snip  | Able to hold pencil with low tripod grip<br>To write most letters of their name correctly<br>To throw and catch a ball<br>Use scissors with increasing control  |

# Reception

|                  |   |   |   |
|------------------|---|---|---|
| Key Texts        | Eng - Owl Babies/stories from another culture<br><br>A New House for Mouse by Petr Horacek – Geog A1<br>Anna Hibiscus – History – family A2   | English: Monkey Puzzle/ Fairy tales<br><br>Monkey Puzzle by Julia Donaldson – Geog Sp1<br>Peepo – History Sp2   | Blown Away/Sunk! By Rob Biddulph – S1<br>Cave Baby by Julia Donaldson Hist – S2   |
| Enquiry Question | <b>Geog:</b><br>What would mouse like and dislike about our local environment?<br><b>History:</b><br>Who are my relations? What are the special events in our lives?<br>Place events in order.  | <b>Geography:</b><br>What would you find in the rainforest?<br><b>History:</b><br>How have everyday items changed over time?  | <b>Geog:</b><br>What is the best way to travel around parts of the world?<br><b>History:</b><br>How are our homes different to homes in the Stone Age?  |
| UW History       | Special events in our lives<br>Family History   | Grandparents and changes over time<br>Personal history  | Stone Age   |
| UW Geography     | Where we live – school environment – Godley - fieldwork   | Key physical and human features of the rainforest<br>Make comparisons   | Land, sea, air – modes of travel<br>Maps and Globes   |
| UW Science       | Animals - woodland animals<br>Humans – parts of the body, growth, life cycle, changes<br><br>Seasonal Changes   | Animals - life cycles – duckling/chicken, frog, butterfly<br>Plants - basic plant parts, growing, observe growth, what do plants need.  | Materials – floating and sinking<br>Earth and Space – Planets, the sun, the moon  |
| UW Computing     | Personal information.<br>Parental consent.<br>Stranger danger.  | Interfacing with devices (laptops and tablets).<br>Using a mouse to move and click on laptops.<br>Turn off and on, and finding the home button on a tablet.   | Following algorithms unplugged and with Beebots/ Coderpillars.  |
| PSE              | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences  | Caring and Responsibility<br>Families and Committed Relationships<br>Emergency Services – calling 999   | Healthy Body, Healthy Mind<br>Coping with Change<br>Sun safety  |
| EAD              | Explores what happens when they mix colours.<br>Constructs with a purpose in mind, using a variety of resources.<br>Rhythm<br>Clapping Rhythms – copy me<br>Genre – counting songs, seasonal songs  | Experiments to create different textures.<br>Understands that different media can be combined to create new effects<br>Manipulates materials to achieve a planned effect.<br>Using simple tools and techniques competently and appropriately.<br>Tempo – Recognise and perform fast and slow<br>Dynamics – Recognise and loud and quiet<br>Genre – counting songs, seasonal songs | Selects simple tools and techniques competently and appropriately.<br>Selects appropriate resources and adapts work where necessary.<br>Timbre – listen to different instruments and describe their sounds<br>Genre – counting songs, seasonal songs  |
| UW RE            | Where do we belong?<br>Which people are special and why?<br>Which times are special?<br>Christmas, Diwali   | Which places are special?<br>Which stories are special?   | What is special about our world?  |
| PD               | Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick.<br>Gross Motor Skills - moves in a variety of ways, avoiding collisions and demonstrating control over gross motor movements. Dresses self independently. | Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick.<br>Show some awareness of necessary safety measures.  | Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick.<br>Manages some levels of risk.<br>Transports equipment safely and appropriately.<br>Shows good control when pushing, patting, rolling, throwing and kicking. |

# Year 1

|                             |   |  |   |
|-----------------------------|---|--|---|
| Key texts                   | The Three Little Pigs and other Fairy Tales<br>Peace at Last by Jill Murphy   | Katie In London by James Mayhew<br>The Lorax by Dr Seuss   | Little People Big Dreams- Wilma Rudolf (biography)<br>One Day On Our Blue Planet (series) by Ella Bailey  |
| Enquiry Question            | <b>Why did the great fire of London spread so quickly?</b><br><b>Where in Godley would you choose to build a house?</b>   | <b>Why is Queen Elizabeth II so well respected?</b><br><b>Where in the UK would you plant the truffle trees?</b>   | <b>How does a young man from Tameside become a national sporting hero?</b><br><b>Why do penguins live in Antarctica?</b>  |
| Science<br>Seasonal Changes | Everyday Materials<br>Living Things   | Plants   | Animals and humans<br>Forces and Motion   |
| History                     | The Great Fire of London  | Royal Family<br>*Queen Elizabeth II  | World Cup Victory<br>*Geoff Hurst   |
| Geography                   | Locality study of Godley  | The UK – countries, capitals, physical/human features  | The World – continents - seas and oceans  |
| PSHE                        | Happy and Healthy friendships<br>Similarities and differences   | Caring and responsibility<br>Families and committed relationships  | Healthy Body, Healthy mind<br>Coping with change<br>Stranger Danger   |
| Art                         | Printing  | Painting   | Textiles  |
| DT                          | Materials   | Food   | Mechanics   |
| Music                       | Pulse – Rhythm - Pitch  | Tempo –Texture – Dynamics  | Timbre  |
| Computing                   | Passwords – keep it private.<br>Age appropriate websites.<br>Telling an adult if something makes you uncomfortable online.<br>Recognising different uses of technology at home and at school. | Logging on and off. Typing on a keyboard including capital letters, space bar, and full stops.<br>Typing and manipulating text on Microsoft word.<br>Saving and retrieving documents on tablets and laptops. | Following, testing and debugging algorithms unplugged.<br>Using directional language to direct Beebots/ Coderpillars.<br>Collection and sorting data unplugged. Use data to make a pictogram unplugged. |
| RE                          | Who is a Christian and what do they believe?<br><br>How and why do we celebrate sacred time?<br>Christmas – The Christmas Story/ Hanukah  | What makes some places sacred?<br><br>What does it mean to belong to a faith community?  | How should we care for others and the world? Why does it matter?  |
| PE                          | Gymnastics<br>Games – throwing and catching<br>Games – Multi-skills<br>Games - Football   | Games - multi-skills<br>Dance<br>striking and fielding   | Athletics<br>Handball   |

## Year 2

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|------------------|---|--|--|
| Key Texts        | Hodgeheg<br>The Story Machine   | I see the Sun in Nepal<br>Explorers non fiction - Everest  | Lila and the Secret of the Rain<br>Man on the Moon   |
| Enquiry Question | <b>What is the best the City of Salford or Hyde?</b><br><b>Who was Alan Turing and why is he significant today?</b>   | <b>What attracts tourists to Kathmandu and Manchester?</b><br><b>What challenges did Edmund Hilary face conquering Everest?</b>                            | <b>What are extreme weathers?</b><br><b>Why do we still remember the early moon landings?</b>  |
| Science          | Living things in their Habitats<br>Animals and Humans   | Plants<br>Electrical equipment and safety  | Uses of Everyday Materials   |
| History          | The invention of the Computer<br>*Alan Turing.  | Conquering Everest<br>*Edmund Hillary<br>Instructions – what do you need to conquer Everest?   | Moon Landings<br>*Neil Armstrong<br>*Tim Peake   |
| Geography        | Locality study of Manchester<br>Fieldwork (weather/traffic survey)  | Comparison study –<br>Katmandu and Manchester<br>Travel guide  | Weather and Climate  |
| PSHE             | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences  | Caring and Responsibility<br>Families and Committed Relationships  | Healthy Body, Healthy Mind<br>Coping with Change<br>Sun safety<br>Childline/999  |
| Art              | Drawing   | Sculpture  | Collage  |
| DT               | Textiles  | Construction   | Food   |
| Music            | Pulse – Rhythm – Pitch<br>Elton John (Candle In the Wind)<br>Beethoven  | Tempo – Dynamics<br>Beethoven (Fantasia)   | Timbre<br>Beatles (Revolution 9)<br>The Smiths   |
| Computing        | Passwords, personal information and data – keep it private.<br>Being kind online – online bullying.<br>Use of technology in the wider world (cash machines, fitbits etc). | Keyboard skills including two hand touch typing, commas and full stops.<br>Using left and right click on a mouse.<br>Using a child friendly search engine. | Following, testing, debugging and predicting algorithms on Apps.<br>Using directional language to direct Beebots/ Coderpillars.<br>Collecting and sorting data. Populating tables.<br>Using scaled pictograms. |
| RE               | Who is a Muslim and what do they believe?<br>How and why do we celebrate sacred time?<br>Christmas – Christmas Traditions<br>Eid  | Who is Jewish and what do they believe?<br>What can we learn from sacred books?  | How should we care for others and the world? Why does it matter?   |
| PE               | Gymnastics<br>Games - football, Games – Hockey, Games – Mini golf   | Dance<br>Games – handball, bench ball, dodgeball   | Athletics<br>Games – mini basketball   |

## Year 3

|                  |  |  |  |
|------------------|--|--|--|
| Key Texts        | Oliver Twist<br>A Walk in London   | The Train Mouse by Axel Scheffler<br>Where the Wild Things Are by Maurice Sendak   | Stone Age Boy<br>Dave's Cave   |
| Enquiry Question | <b>What events in the Victorian era changed childhood today?</b><br><b>What are the great geographical features of Great Britain?</b>              | <b>How important was the Nile to the Ancient Egyptians?</b><br><b>Can you plan a trip around the world?</b>  | <b>How did tools and weapons change from stone age to iron age?</b><br><b>What makes a good place to settle?</b>   |
| Science          | Light  | Animals and humans<br>Plants   | Rocks and fossils<br>Forces and Magnets  |
| History          | British History - Victorian England - Dr Barnardo  | Early Civilisation achievements - Ancient Egypt  | Changes in Britain from Stone age to Iron Age  |
| Geography        | UK – countries, regions cities and geographical features<br>Changes over time<br>Fieldwork   | Mapping skills- compass, grid references, keys<br>Globes, digital computer mapping.  | Settlements and Land use   |
| PSHE             | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences   | Caring and Responsibility<br>Families and Committed Relationships  | Healthy Body, Healthy Mind<br>Coping with Change<br>Road safety  |
| Art              | Painting   | Printing   | Textiles   |
| DT               | Food   | Materials  | Mechanics  |
| Music            | Pulse – Rhythm<br>Understand the difference between pulse and rhythm<br>Pitch – memorise and perform a simple melody<br>George Formby<br>Elgar     | Tempo – thoughtfully select an appropriate tempi to create a specific mood/effect/atmosphere<br>Texture – experiment with layers of sound in their own compositions<br>Dynamics – thoughtfully select appropriate dynamics to create a specific mood/effect/atmosphere<br>Elvis, Lady Gaga | Timbre – recognise the different instrumental families when listening to live/recorded music. Recognise how instruments can be used to create different moods and effects<br>Take That |
| Computing        | E-safety – google share with care<br>Digital literacy – computer networks, email   | E-safety – trust<br>Digital literacy – social media and evaluation search results<br>Coding – animations (Tynker)  | Coding – loops, debugging and events<br>Coding – if statements, HTML App coding  |
| RE               | What do different people believe about God?<br>Why is the Bible important for Christians today?<br>Christmas – Christmas through time (Victorians) | Bible Stories Why are festivals important to religious communities?<br>Pentecost, Easter,- Christianity<br>Pesach - Judaism  | What does it mean to be a Christian today?   |
| PE               | OAA – 2 weeks teambuilding<br>Gymnastics, Tag rugby, hockey, mini golf   | Dance, handball<br>Netball, Volleyball   | Athletics<br>Cricket   |

## Year 4

|                  |   |   |  |
|------------------|---|---|--|
| Key Texts        | The Minpins – Roald Dahl<br>Plague – A cross on the door – Ann Turnbull   | Greek Myths- The Trojan Horse<br>The Dancing Bear   | Bear Grylls<br>Asterix the Gaul  |
| Enquiry Question | <b>Life in the countryside – Deal or No deal?</b><br><b>How do we know what it was like to live during the plague?</b>  | <b>What would it be like to go into battle as an Ancient Greek soldier?</b><br><b>How do wolves change rivers?</b>  | <b>How did the Romans impact on education in Britain?</b><br><b>How would I survive a volcanic eruption or earthquake?</b>   |
| Science          | Electricity   | Living things in their habitats<br>Animals including humans   | States of Matter<br>Sound  |
| History          | British History<br>The Stuarts – the Plague<br>Focus on historical sources - Samuel Pepys.  | Early Civilisation achievements<br>Ancient Greece   | Roman Empire and impact on Britain   |
| Geography        | Comparison Study – Hyde and Castleton   | Physical Geography<br>Rivers and Mountains<br>Water Cycle   | Physical Geography<br>Volcanoes and Earthquakes  |
| PSHE             | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences  | Caring and Responsibility<br>Families and Committed Relationships   | Healthy Body, Healthy Mind<br>Coping with Change<br>Water safety<br>Childline/999  |
| Art              | Drawing   | Collage   | Sculpture  |
| DT               | construction  | electronics   | Textiles   |
| Music            | Pulse – Rhythm<br>Be able to maintain a simple rhythmic pattern keeping to a pulse<br>Pitch – maintain a simple melody keeping to the pulse, recognise how pitch changes to convey a character or story<br>Structure – compose and perform within specific structure eg.<br>Call/response, ternary form<br>Elton John – Candle in The wind<br>Beethoven | Tempo - thoughtfully select an appropriate tempi to create a specific mood/effect/atmosphere<br>Texture – perform individually and in an multipart texture<br>Dynamics – begin to use the Italian symbols for dynamics in their own composition<br>Beethoven - Fantasia | Timbre – begin to recognise the individual instruments within a family, to use instruments to create different moods and effects<br>Beatles - Revolution 9<br>The Smiths |
| Computing        | E-safety – google don't fall for fake<br>Digital literacy – research  | Word processing – powerpoint<br>Photo editing<br>Coding – algorithms (Tynker)   | Digital literacy – stop motion animation<br>Coding – conditions, functions and App design  |
| RE               | What does it mean to be a Hindi in Britain today?<br>Why are festivals important to religious communities? Diwali – Hindu, Eid – Muslim, Christmas – Food & Festivities   | Why is Jesus inspiring to some people?<br>What can we learn from religions about deciding what is right and wrong?  | Why do some people think that life is a journey?<br>What significant experiences mark this?<br>Why do people pray?   |
| PE               | OAA – 2 weeks teambuilding<br>Swimming, Rugby, Hockey   | Swimming/Gym<br>Lacrosse, Netball, Volleyball   | Dance, Athletics, Cricket  |

# Year 5

|                  |   |  |  |
|------------------|---|--|--|
| Key Texts        | Sky Song<br>The Firework Maker's Daughter   | Maze Runner<br>The Great Kapok Tree  | Running on the roof of the World, Jess Butterworth<br>Viking Boy   |
| Enquiry Question | <b>What is the Georgian Legacy on British culture today?</b><br><b>What are the differences between Antarctica and the Arctic?</b>  | <b>How did religion influence the Roman and Mayan civilisations?</b><br><b>How do you survive in the Amazon Rainforest?</b>  | <b>Why was Alfred the Great so significant?</b><br><b>How can we combat food waste in Godley and Nepal?</b>  |
| Science          | Earth and Space<br>Forces   | Living things and their environments<br>Animals including humans   | Materials  |
| History          | British History<br>Georgians – culture  | Non-European Society<br>Mayans – contrasting study to British History – religion?  | Vikings and Anglo struggles for the kingdom of England   |
| Geography        | Zones of the world and their significance - links to Antarctica?<br>Fieldwork – comparisons   | Physical Geography<br>The Americas<br>Biomes (Eco Focus – Threats to bioversity)   | Human Geography<br>Sustainability Project – Connecting Classrooms – Nepal.   |
| PSHE             | Aspirations<br>Healthy and Happy Friendships<br>Similarities and differences  | Caring and Responsibility<br>Families and Committed Relationships  | Healthy Body, Healthy Mind<br>Coping with Change<br>Railway/tram safty   |
| Art              | Printing  | Painting   | Textiles   |
| DT               | Food  | Materials  | Mechanics  |
| Music            | Pulse – Rhythm<br>Be able to maintain a complex rhythmic pattern<br>Pitch – maintain a complex melody<br>Structure- compose and perform using a range of structures<br>David Bowie<br>Stockhausen | Tempo – confidently and appropriately make use of tempo when composing and performing<br>Texture – combine several layers of sound with awareness of the combined effect<br>Dynamics – confidently and appropriately make use of dynamics when composing and performing<br>Carole King | Timbre – confidently and appropriately make use of different timbres when performing and composing<br>Oasis<br>Bob Marley  |
| Computing        | SMART rules.<br>Permissions to share images.<br>Sharing and downloading content.<br>Reporting concerns using site/ game facilities.<br>Screen time.<br>Age appropriate apps and games.            | Keyboard skills – cut, copy and paste on a keyboard.<br>Using a spell/grammar check.<br>Bullet points.<br>Shift key – @ £ % ( )<br>Edit a photograph, audio or video   | Following, testing, debugging and predicting algorithms.<br>Using variables if..... else/then.<br>Spreadsheets. Using a spreadsheet to collect and record data.<br>Carrying out searches to sort values in a cell.<br>Use simple formulae to produce basic functions of a spreadsheet. |
| RE               | Why do some people believe that God exists?<br>Christmas – Christmas Carols   | What does it mean to be a Muslim in Britain today?<br>If God is everywhere, why go to a place of worship?  | What would Jesus do? Can we live by the values of Jesus in the 21st century?   |
| PE               | OAA – 2 weeks teambuilding<br>Gym, Hockey, Football   | Basket, indoor athletics, netball, lacrosse  | Dance, Athletics, Rounders   |
| MFL              | Cultural Immersion Experience<br>Speaking, reading and writing<br>Different greetings<br>My name is, my age is, My family, Where I live   | Speaking, reading and writing<br>Learning numbers<br>Colours<br>subjects   | Speaking, reading and writing<br>Weather<br>Foods<br>French snack shop   |

## Year 6

|                   |  |   |  |
|-------------------|--|---|--|
| Key Texts         | Treason/ Executioner's daughter<br>Roof Toppers  | Goodnight Mr Tom/ Boy in the striped Pjamas- Spring 1<br>Stormbreaker- Spring 2<br>Alma- visual text  | Orphans of The tide/ The Piano<br>Play scripts – year 6 leavers  |
| Enquiry Questions | <b>Why did Henry the VIII marry 6 times?</b><br><br><b>Preferrez vous Paris ou Manchester?</b>   | <b>Why did Anne Frank have to go into hiding?</b><br><br><b>Which exhibition would be the most dangerous- Grimsvotn in Iceland or Vesuvius in Italy?</b>  | <b>Which invaders had the most impact on the British Isles today?</b><br><br><b>Palm oil – marvellous or monstrous?</b>  |
| Science           | All Living Things<br>Animals including Humans  | Light<br>Electricity  | Evolution and Inheritance – S1 – look at resemblance and differences of offspring, focus on personality traits and characteristics.<br>S2 – look at changes in animals over time, adaptation - Charles Darwin theory |
| History           | British History<br>Tudors  | World History<br>WWII   | Legacy of Britain<br>Invaders and settlers   |
| Geography         | Paris - similarities and differences human and physical features.<br>Fieldwork   | World Countries – focus on Europe   | Human Geography<br>Settlements – trade links, distribution of natural resources  |
| PSHE              | Healthy and Happy Friendships<br>Similarities and differences<br>Safety Squad  | Caring and Responsibility<br>Healthy Body Healthy Mind  | Families and Committed Relationships SRE<br>Coping with change   |
| Art               | Drawing  | Collage   | Sculpture  |
| DT                | Textiles   | Electronics   | Construction   |
| Music             | Pulse – Rhythm<br>Maintain ostinato in a polyphonic texture<br>Pitch – maintain a complex melodic part in a 2 part texture<br>Structure – compose by developing and organising musical ideas within musical structures<br>Buddy Holly<br>Pavarotti | Tempo – refine the use of, describe the use of tempi in others work and suggest refinements<br>Texture – maintain a part in a polyphonic texture, know understand the terms ostinato/ Dynamics – refine the use of dynamics, to describe the use of dynamics in others work and suggest refinements<br>Abba | Timbre – accurately name common individual instruments. Refine the use of timbres in their own work. Describe the use of timbre in others work and suggest refinements<br>Stone Roses                                |
| Computing         | Conduct online – negative and positive attention.<br>Copyright.<br>Live streaming.   | QWERTY<br>Create a presentation. Using purposeful/ appropriate and reliable media to upload to presentation.<br>Insert hyperlinks within a presentation.  | Create a 2-player game on Scratch 2.<br>Children to choose their own hypothesis to collect, record. present and analyse data on a platform of their choice   |
| RE                | What do religions say to us when life gets hard. Is it better to express your religion in arts and architecture or in charity and generosity? Christmas – Christmas around the world   | What matters most to Christians and Humanists?  | What difference does it make to believe in Ahimsa, Grace and Ummah?<br>Hindu   |
| PE                | OAA 2 weeks teambuilding<br>Gym, Tag Rugby, Dance, Hockey  | Basketball, indoor athletics,<br>Netball, Volleyball  | Cricket, Athletics, Dance, Rounders  |
| MFL               | Answer the register in French, reply with age, name, line up according to, your favourite colour, animal, sing songs in assembly<br>Links to Geography<br>Comparisons Paris/London   | Answer the register in French, reply with age, name, line up according to, your favourite colour, animal, sing songs in assembly<br>Links to Geography<br>Worlds countries, Focus Europe, Physical/human features, Key landmarks, Topographical maps  | Cultural Immersion Experience<br>Speaking, reading and writing<br>How am I feeling?<br>Clothes. Pets, read simple books<br>Make a French PowerPoint/ book  |