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| **Yr3** | | | |
|  | Yr3 will follow the Yr4/5/6 plan but will have a greater focus on phonics and language basics (green boxes). As such topics may be covered in less detail or may be swapped for a more suitable (easier) topic. | | |
| **Yr4/5/6** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Core skills** | Greetings, name, age, colour, number, class commands | Days, months, seasons, (pets) | Number, birthdays, dates, time, weather |
| **Year**  **A**  **2019-20** | Home  - places around home, jobs in the home | Clothing/Fashion | Weather/Travel  - places around the world |
| **Year B**  **2020-21** | Family | Body parts/facial features | Animals  - pets, farm, jungle |
| **Year C**  **2021-22** | Café / Pizzeria  - food and ordering | Town  - where do I live? places, directions | School  - class objects, subjects, places in school |
|  | + Christmas | + Easter | + Bastille Day |

Notes:

Topics will be differentiated/adapted by year groups. For example - number could mean 0-10/11-20/20-31/0-60. Within one year topic order may be rotated to fit with class topic. At any point in Yr4/5/6, topics may be substituted to make cross curricular links. Yr6 will revise core skills in the summer term in preparation for high school.

Progression should be: word → phrase → sentence → text

New vocabulary should be introduced through: hear it → say it → read it → write it

Revision sections should take less lesson time further through the school years, meaning more time on topics. Links can be made between revision sections and themes ie seasons + clothing / age + family

Phonics should underpin throughout with lots of focus from Yr3.