



Curriculum Overview – YEAR 5

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <u>Living and Growing in Christ</u> | | | | | |
| <u>Inclusion</u> | | | | | |
| Kindness | Resilience | Respect | Self-belief | Diversity | Honesty |
| <u>Curriculum Title</u> Ancient Greece | <u>Curriculum Title</u> Earth and Space | <u>Curriculum Title</u> Cool Comparisons | <u>Curriculum Title</u> Growing up and Changing | <u>Curriculum Title</u> Explorers and Invaders | <u>Curriculum Title</u> Properties of Materials |
| <u>Curriculum Question</u> What was life like in Ancient Greece? | <u>Curriculum Question</u> What is the Solar System? | <u>Curriculum Question</u> How does Greece compare with where we live? | <u>Curriculum Question</u> How do living things reproduce and adapt? | <u>Curriculum Question</u> What is it like to go on a daring adventure? | <u>Curriculum Question</u> Are all materials useful? |
| Real life experience/ trips Ancient Greek Theatre company | Space Dome Visitor | Greek food tasting Young voices | Kew Gardens trip | Research lesson Watch film of Kensuke's Kingdom | Whitgift School/ Primary Project |
| Events, Celebrations & Fundraising: Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night | | World Book Day, Passion Service, Mental Health Awareness, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter | | Sun safety awareness, Refugee Week, Sports Celebrations Y5/6 Production | |
| History Focus: Ancient Greece <ul style="list-style-type: none">Who Were the Ancient Greeks? Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Continue to develop a | History Focus: Ancient Greece <ul style="list-style-type: none">Discovering the Ancient Olympics Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Understand how our | | | History Focus: Anglo Saxons <ul style="list-style-type: none">Why did the Saxons invade?Where did the early Anglo-Saxons live and how do we know?The mystery of the empty Saxon graveHow did people's lives change when Christianity came to | Geography Focus: Vikings <ul style="list-style-type: none">What image do we have of the Vikings?Why have the Vikings gained such a bad reputation?How did the Vikings try to take over the country and how close did they get?How have recent excavations changed |

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| <p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. To explore some of the key events during the ancient Greek period.</p> <ul style="list-style-type: none"> • Alexander the Great's Empire Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Note connections, | <p>knowledge of the past is constructed from a range of sources. To explore the Olympics in ancient Greek times through examining primary source</p> <ul style="list-style-type: none"> • The Olympic Games Then and Now Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. | | | <p>Britain and how can we be sure?</p> <ul style="list-style-type: none"> • How did the Vikings try to take over the country and how close did they get? • Alfred and Guthrum:878 the year things changed • Alfred the Great: how great was he? • How effective was Anglo-Saxon justice? • Were Saxon times really 'Dark' Ages? | <p>our view of the Vikings?</p> <ul style="list-style-type: none"> • What can we learn about Vikings settlement from a study of place-name endings? • Raiders or settlers: how should we remember the Vikings? |
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| <p>contrasts and trends over time. To examine how Alexander the Great's Empire grew and the effects of this.</p> <ul style="list-style-type: none"> • Daily Life in Ancient Greece Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Develop the appropriate use of historical terms. To research aspects of daily life and society in Ancient Greece. • Athens and Sparta Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence | <ul style="list-style-type: none"> • Greek Gods and Goddesses Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To explore the beliefs of the Ancient Greeks. • The Trojan War Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Understand how our knowledge of the past is constructed from a range of sources. Develop the appropriate use of historical terms. To explore what the ancient | | | | |
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| <p>on the western world. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta</p> | <p>Greeks believed about the Trojan War and how we know about their beliefs.</p> | | | | |
| | | <p>Geography Focus:</p> <ul style="list-style-type: none"> • Where is Greece? Understand where Greece is located in the world, map skills, use compass directions, know which seas and countries surround Greece • What is the landscape like in Greece? Understand the physical features of Greece and compare them to Surrey/Sussex. Use the term landscape, 4 figure grid references • How is land used in Greece? What are the major Greek cities/town? How do the physical features affect | <p>Geography Focus:</p> <ul style="list-style-type: none"> • What goes on in Greece: Economic activity, trade, food? To understand how the physical geography and climate of Greece might affect human geography: trade, food and culture, food tasting. • What goes on in Greece: Population, tourism? To understand how the physical geography of Greece might affect human geography: population and tourism • Why might people choose to visit Greece? To plan a journey from Coulsdon to | | <p>Geography Focus: Local</p> <ul style="list-style-type: none"> • In this lesson, we will be learning about what fieldwork is and why geographers do it. Finally we will learn about the different types of fieldwork. • ADD MAP SKILLS • MERIDIAN TIME ZONES • |

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| | | <p>human activity? Famous buildings, roads, bridges, harbour/port. Map symbols and grid references.</p> <ul style="list-style-type: none"> • What is the climate like in Greece? To be able to describe the climate in Greece compared to other parts of Europe including UK, graph/chart weather comparisons | <p>Greece, Write a persuasive leaflet to encourage people to visit Greece.</p> <ul style="list-style-type: none"> • What are Greece's natural hazards and environmental issues? What are the predictions for Greece's future? | | |
| <p>Art Focus: Texture Form and Space/Weave Sew & Collage Use shading to add interesting effects to my drawing. Explain ideas in my sketchbook. Can adapt and refine my work. Use contrasting textures, colours or patterns. Experiment with ceramic mosaic. I can sculpt clay, papiermache and other mouldable materials with a variety of tools and techniques. Use of patterns, Experiment with mosaic Pattern & Shape Use of patterns in Ancient Greek Designs – Pots</p> | | <p>Art Focus: Colours/Line & Tone Create colours by mixing to represent images. Use moods through colour. <u>Painting</u> – Monet – create colours by mixing to represent images. Use moods/contrast through colour. Can adapt and refine work.</p> | | <p>Art Focus: Pattern & Shape Printing My printing uses a number of colours built up in a sequences. My printing uses a number of colours built up in a sequence.</p> | |
| <p>Technology Focus: Explore Mechanisms. Describe and Use textiles - Use words, sketches and models to communicate ideas. Make precise cuts using scissors, snips and saws. Design and make a paper bag to carry a heavy weight.</p> | <p>Describe & use Electrical Components: Making Torches</p> | | <p>Technology Focus: Prepare and Make a food product – Hot Cross Bun Use a selection of ingredients to meet a need e.g. healthy, low-gluten. Reflect and develop my designs. “Instilling a love of cooking in pupils will also open a door to</p> | | <p>Technology Focus: Complete a Strong Structure – Building Bridges Produce step by step plans. My product is fit for a purpose and I improve it in response to a user's point of view. Produce step by step plans. My product is fit for purpose</p> |

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| <p>Use research of existing paper bags to inform the design of an innovative, functional and appealing product that is fit for purpose. Sketch a prototype Select and use materials and keep within a budget. Apply their understanding of how to strengthen, stiffen and reinforce their bag. Evaluate their ideas and products against their own criteria and consider the views of others to improve their work. Test and evaluate finished product and suggest improvements.</p> <p>Pop up cards - Christmas</p> | | | <p>one of the great expressions of human creativity". Design and make Hot Cross Buns to serve at Easter – investigate and analyse a range of existing products, carry out a survey to consider the views of others, understand techniques of bread making, be creative with added flavours depending research/own views, evaluate own product and suggest changes.</p> | | <p>& 1 improve it in response to a user's view – Building bridges.</p> |
| <p>Science Focus: Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. identify the effects of air resistance, water resistance and friction, that act between moving surfaces. recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. | <p>Science Focus: Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth. describe the sun, Earth and moon as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | <p>Science Focus: Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. describe the life process of reproduction in some plants and animals. to be able to explain pollination, fertilisation and seed dispersal. Naming the different parts of a flowering plant. Dissect a flowering plant, identifying and naming each part and describing its function. | <p>Science Focus: Animals including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age Pupils should draw a timeline to indicate stages in the growth and development of humans. Pupils work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. | <p>Science Focus: Properties and Changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | <p>Science Focus: Properties and Changes of materials CREST awards</p> <ul style="list-style-type: none"> 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 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |

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| | | | | <ul style="list-style-type: none"> • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | <ul style="list-style-type: none"> • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments |
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| <p>English Focus:</p> <p><u>TEXTS</u> Odysseus</p> <p><u>Writing</u> Letters – Formal/Informal Reading comprehension Biography Balanced Argument Persuasive argument</p> <p><u>Grammar</u> Proper Nouns Adverbs of Possibility Converting nouns and adjectives into verbs Tenses – Past and Present Progressive and Present perfect.</p> <p><u>Spellings</u> – 1A</p> | <p>English Focus:</p> <p><u>English Focus:</u> Various Myths and Legends</p> <p><u>Writing</u> Myths and Legends Create own mythical creature Adverts Poetry (Performance poetry)</p> <p><u>Grammar</u> Adverbs Modal Verbs Verb Prefixes – dis,de,mis,over,re Standard English Inverted Commas</p> <p><u>Spellings</u> – 1B</p> | <p>English Focus:</p> <p><u>English Focus:</u> There’s a Boy in the Girl’s Bathroom</p> <p><u>Writing</u> Diary writing Leaflets Newspapers</p> <p><u>Grammar</u> Prepositions More Prefixes Co-ordinating Conjunctions Inverted Commas Parenthesis - Brackets Commas for Clauses</p> <p><u>Spellings</u> – 2A</p> | <p>English Focus:</p> <p><u>English Focus:</u> World Book Day texts Anthony Browne</p> <p><u>Writing</u> Leaflets Non-Chronological Reports Plays scripts – Passion play</p> <p><u>Grammar</u> Determiners More Suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials Direct and Indirect Speech (Reported)</p> <p><u>Spellings</u> – 2B</p> | <p>English Focus:</p> <p><u>English Focus:</u> Kensuke’s Kingdom Odd and the Frost Giant</p> <p><u>Writing</u> Narrative writing Diary writing Advertising - persuasion</p> <p><u>Grammar</u> Pronouns & Possessive Pronouns Word Families Subordinate Clauses Writing Cohesive Clauses Parenthesis – Commas Homophones</p> <p><u>Spellings</u> – 3A</p> | <p>English Focus:</p> <p><u>English Focus:</u> Kensuke’s Kingdom</p> <p><u>Writing</u> Autobiography Advertising - persuasion Poetry</p> <p><u>Grammar</u> Personal and Possessive Pronouns Recognising Word Families Brackets, Dashes and Commas –Parenthesis Homophones</p> <p><u>Spellings</u> – 3B</p> |
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| Maths Focus: | | Maths Focus: | | Maths Focus: | |
| PSHE Focus: TEN:TEN <i>Live life to the full plus</i> | PSHE Focus: TEN:TEN <i>Live life to the full plus</i> | PSHE Focus: TEN:TEN <i>Live life to the full plus</i> | PSHE Focus: TEN:TEN <i>Live life to the full plus</i> | PSHE Focus: TEN:TEN <i>Live life to the full plus</i> | PSHE Focus: TEN:TEN <i>Live life to the full plus</i> |
| RE Focus: Year 5 - OURSELVES - Created in the image and likeness of God Judaism Year 5 - Passover | RE Focus: Year 5 - LIFE CHOICES - Marriage, commitment and service Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one | RE Focus: Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice | RE Focus: Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus | RE Focus: Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power Year 5 - FREEDOM & RESPONSIBILITY Commandments enable Christians to be free & responsible | RE Focus: ISLAM Year 5 – Ramadan and Pilgrimage Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation |
| PE Focus: Swimming Swim competently ,confidently and proficiently over a distance of 25 metres Games – Football <ul style="list-style-type: none"> • Passing • Dribbling • Shooting • Possession game – Boxes • Small sided games • Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending • Develop a broad range of techniques | PE Focus: Swimming Swim competently ,confidently and proficiently over a distance of 25 metres Games – Basketball <ul style="list-style-type: none"> • Passing (chest pass,bounce pass,push pass) • Dribbling • Shooting • Possession game – Boxes • Small sided games • Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending | PE Focus: Dance Val Sabin <ul style="list-style-type: none"> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence • Show control/coordination in travel and balance • Perform a range of jumps showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing | PE Focus: Gymnastics <ul style="list-style-type: none"> • Gymnastic Improve strength • Improve flexibility • Perform routines using different exercises in sequence Show control/coordination in travel and balance • Perform a range of jumps showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing | PE Focus: Athletics <ul style="list-style-type: none"> • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping • Personal target setting Rounders <ul style="list-style-type: none"> • Batting / striking techniques • Catching methods • Fielding efficiency | PE Focus: Athletics <ul style="list-style-type: none"> • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping Personal target setting Cricket <ul style="list-style-type: none"> • Batting / striking techniques • Catching methods • Feilding efficiency • Match practice |

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| <p>and skills for attacking and</p> <ul style="list-style-type: none"> • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending • Show a growing awareness of space in team games • Work to keep or gain possession <p>To develop Team work ,social skills and determination</p> | <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending • Show a growing awareness of space in team games • Work to keep or gain possession <p>To develop Team work ,social skills and determination</p> | <p>sequencing in dance or gym</p> <ul style="list-style-type: none"> • Combine changes of shape,speed and level in sequence • Apply skills and actions and ideas with increasing coordination and control • Use movement expressively to convey an idea,mood or feeling • Modify and reform movements to improve performance. <p>Games - Hockey</p> <ul style="list-style-type: none"> • Controlling the ball • Passing with focus on speed • Defending skills • Attacking Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending • Develop a broad range of techniques and skills for attacking and • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending | <p>sequencing in dance or gym</p> <ul style="list-style-type: none"> • Combine changes of shape,speed and level in sequence • Apply skills and actions and ideas with increasing coordination and control Modify and reform movements to improve performance. <p>Games- Netball</p> <ul style="list-style-type: none"> • Passing (chest pass,bounce pass,shoulder pass) • Footwork • Shooting • Possession game – Boxes Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending • Develop a broad range of techniques and skills for attacking and • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending • Show a growing awareness of space in team games • Work to keep possession | <ul style="list-style-type: none"> • Match practice • Strategic batting principles. • Use a range of sending ,receiving and travelling techniques in games with varied control <p>Continue with competitive games</p> <ul style="list-style-type: none"> • Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending • Develop a broad range of techniques and skills for attacking and • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending • Show a growing awareness of space in team games • Work to keep possession <p>Team work ,social skills and determination</p> | <ul style="list-style-type: none"> • Strategic batting principles • Use a range of sending ,receiving and travelling techniques in games with varied control • Continue with competitive games Use a broad range of skills in different situations • Competitive games with a focus on attacking and defending • Develop a broad range of techniques and skills for attacking and • Know and apply the strategic and tactical principles of various games and adapt them to different situations defending • Show a growing awareness of space in team games • Work to keep possession <p>Team work ,social skills and determination</p> |
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| | | <ul style="list-style-type: none"> • Show a growing awareness of space in team games • Work to keep possession <p>Team work ,social skills and determination</p> | <p>To develop Team work ,social skills and determination.</p> <p><u>Orienteering</u> Take part in outdoor adventurous activity</p> <ul style="list-style-type: none"> • Map walk • North,south,East • ,West • Photo Star orienteering • Score orienteering | | |
| <p><u>Computing Focus:</u> -I can control a simple circuit connected to a computer -I can write a program that includes count-controlled loops -I can explain that a loop can stop when a condition is met -I can explain that a loop can be used to repeatedly check whether a condition has been met -I can design a physical project that includes selection -I can create a program that controls a physical computing project</p> | <p><u>Computing Focus:</u> -I can explain that computers can be connected together to form systems -I can recognise the role of computer systems in our lives -I can experiment with search engines -I can describe how search engines select results -I can explain how search results are ranked -I can recognise why the order of results is important, and to whom</p> | <p><u>Computing Focus:</u> -I can identify that drawing tools can be used to produce different outcomes -I can create a vector drawing by combining shapes -I can use tools to achieve a desired effect -I can recognise that vector drawings consist of layers -I can group objects to make them easier to work with -I can apply what I have learned about vector drawings</p> | <p><u>Computing Focus:</u> -I can explain what makes a video effective -I can identify digital devices that can record video -I can capture video using a range of techniques -I can create a storyboard -I can identify that video can be improved through reshooting and editing -I can consider the impact of the choices made when making and sharing a video</p> | <p><u>Computing Focus:</u> -I can explain how selection is used in computer programs -I can relate that a conditional statement connects a condition to an outcome -I can explain how selection directs the flow of a program -I can design a program which uses selection -I can create a program which uses selection -I can evaluate my program</p> | <p><u>Computing Focus:</u> -I can use a form to record information -I can compare paper and computer-based databases -I can outline how you can answer questions by grouping and then sorting data -I can explain that tools can be used to select specific data -I can explain that computer programs can be used to compare data visually -I can use a real-world database to answer questions</p> |
| <p><u>Music Focus:</u> Rhythm – understand the duration of different musical notes and how these can be put together to create different rhythms (rhythm</p> | <p><u>Music Focus:</u> Gustav Holst – Listening focus Planet Suite Moon composition, graphic scores, pitch, dynamics, timbre, texture</p> | <p><u>Music Focus:</u> Learning an Instrument – Ukelele, chords (C Major, F Major, G7), time signatures, play and sing songs from a range of genres and traditions</p> | <p><u>Music Focus:</u> Learning an Instrument – Ukelele, chords (C Major, F Major, G7), time signatures, play and sing songs from a range of genres and traditions</p> | <p><u>Music Focus:</u> Understand ternary form – composer John Williams, recreate a simple tune in ternary form, compose own tune in ternary form using</p> | <p><u>Music Focus:</u> Chords – Recognise major and minor chords how they can be used to portray different feelings/ events in a story. Listening to theme</p> |

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| notation), beat, compose and perform own rhythm | Performance – Christmas Carol Concert | Performance – Young Voices at the O2 | | technology, change tempo, texture, timbre | tunes. Compose a simple melody above chords to represent a daring adventure. Performance – Y5/6 Production |
| <p>Spanish</p> <ul style="list-style-type: none"> -All about me. -Meet and greet. - Jobs - Hobbies and activities. -Femenine and masculine focus. | <p>Spanish</p> <ul style="list-style-type: none"> -Things I like and dislike. -I can write about my future career. -Christmas songs, -Christmas traditions. -Christmas cards. | <p>Spanish</p> <ul style="list-style-type: none"> -New year resolution. Valentines’ day activities. -Assessment. - Directions | <p>Spanish</p> <ul style="list-style-type: none"> -The way we look. -Parts of the body revision. Describe hair colour, eye colour and others. -Clothes. -Who is who games. | <p>Spanish</p> <ul style="list-style-type: none"> -Emotions. I can describe my feelings. -Revise food vocabulary and how to order in a restaurant or café. -Role play about all we have learnt. -Likes and dislikes. | <p>Spanish</p> <ul style="list-style-type: none"> -Time: when shops and cafes open and close. -Our past. Past tense in sentences. - The world. -Songs and traditional games. |