Cycle A Bitterley CE Primary School

OAKS Class- Year 5 and 6

Term	Autumn	Spring	Summer
Project			
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project			
English	**Core text**: Cogheart, Peter Bunzl. Where The River Runs Gold, Sita Brahmachari **Guided reading:** Vocabulary, reading, question and summary focus for each chapter. **Fiction**: Diary Writing Newspaper report Journalistic writing **Non-fiction**: Biography Autobiography **Poetry**: Narrative poetry **Spellings** - Spelling Shed Spelling rules 1 – 12	**Fiction** TYPE – Warning Focus – character Model text – *Sandy Cove* **Non-Fiction** Text Type – Recount (News) Model text – *Local Boy finds jewels!* **Poetry** Focus – List poem Model – I was hunting for treasure but instead I found… **Fiction** TYPE – Defeating the monster Focus – suspense Model text – Zelda Claw **Non-Fiction** Text Type - Information Model text – Rain Cat	**Fiction** TYPE – *Warning* Focus – *Dialogue* Model text – *The Caravan* **Non-Fiction** Text Type – *Persuasive* Model text – *Stay away from pylons* **Poetry** Focus – *List poem* **Fiction** TYPE – *Defeating a monster tale* Focus – *Openings and endings* character Model text – *Krak the Cobbler and Smok the Dragon* **Non-Fiction** Text Type – *Persuasive* Model text – *Should dragon hunting be banned?*

	Grammar - Spelling Shed Formal and informal writing Recognising punctuation marks Recognising Independent clauses Dashes, colons and semi colons to link independent clauses Cohesive devices Passive and Active voice Synonyms and antonyms Adding colons at the start of a list The subjunctive form	**Poetry** Focus – Spine Poem Model – Cat poem **Spelling -** Spelling Shed Spelling Rules - 13-24. **Grammar** – Spelling Shed Bullet points for items in a list Hyphens to avoid ambiguity Use of question tags Incorporating a variety of layout devices to structure text Recap of KS2 grammar curriculum Determiners, relative clauses, prepositions, fronted adverbials, modal verbs, parenthesis	**Poetry** Focus – *Spine poem* **Spelling -** Spelling Shed Spelling Rules 25-36. **Grammar** – Spelling Shed Revision and revisiting of rules.
Mathematics	**Whiterose** **Year 5** Week 1-3 Place Value Week 4-5 Addition and subtraction Week 5-8 Multiplication and division Week 9-12 Fractions **Year 6** Week 1-3 Place Value Week 4- 8 All operations Week 9-12 Fractions	**Whiterose** **Year 5** Week 1-3 Multiplication and division Week 4-5 Fractions Week 6-8 Decimals and percentages Week 9-10 Perimeter and area Week 11-12 Statistics **Year 6** Week 1-2 Ratio Week 3-4 Algebra Week 5-6 Decimals Week 7-8 Fractions, decimals and percentages Week 9-10 Area, perimeter and volume Week 11-12 Statistics	**Whiterose** **Year 5** Week 1-3 Shape Week 4-5 Position and direction Week 6-8 decimals Week 9 Negative numbers Week 10-11 converting units Week 12 measurements **Year 6** Week 1-3 Shape Week 4 geometry, position and shape Week 5 Converting measures Week 6-12 Themed projects, consolidation and problem solving.
Science	Properties and changes of materials and electricity • Materials have different properties. • Some materials dissolve when added to a liquid. The result is called a solution. • You can reverse a solution to get the solid back by evaporating the liquid. • Some materials can be separated by filtering, sieving or evaporating. • Not all changes in state are reversible but some are. • A fair test ensures that you keep all parts of the test the same and only change one factor of the test. • A circuit must form a loop. We draw circuits using symbols and straight lines.	Living things and their habitats • Placental mammals are born and continue to grow. Monotremes hatch from eggs and them continue to grow outside their mothers. Marsupials continue to grow in their mothers' pouches after they are born. • The anatomy of an egg gives the unborn hatchling everything it needs to form and hatch. • Metamorphosis is the way some insects and amphibians change in their lives. • Amphibians, mammals and birds have different life cycles.	Study a specific scientist, for example pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. • Katherine Johnson was a mathematician who put an astronaut in orbit around Earth then on to the moon. • Alexander Graham Bell was an inventor who invented the phone. • Sound travels through materials as vibration. Not all materials behave in the same way. • Rachel Carson was a marine biologists who wrote books that are

	• You can make a buzzer louder or a bulb brighter by increasing the number of cells or the voltage of the cells. • A series circuit is forms a single loop. A parallel circuit is made up of different loops. • Circuits can have more than one component. • A switch works by opening and closing a circuit. • Bulbs will blow if they have too many volts.	• Plants reproduce through germination, pollination, fertilisation and seed dispersal. • Plants need nutrients, warmth and light to grow, flower and reproduce. • Living things can be sorted in to groups by identifying similarities and differences. • Classification relies on accurate questions that enable the observer to sort accurately. • We can classify animals into groups such as mammals, reptiles, birds, amphibians and fish using their characteristics. • We can classify trees using features such as their leaves, their shape, their colour. • You can classify plants in to groups: With seeds or without seeds, flowering plants, conifers, ferns and mosses. • A microorganism or microbe is an organism that is microscopic. Examples include bacteria, protozoa, algae, and fungi. • Plants are living organisms that usually have roots, a stem and leaves that use photosynthesis to make their own food. • Animals are living organisms that usually eat organic matter, have senses and can react to things around them rapidly.	credited with advancing the global environmental movement. • Spraying or spilling human-made substances on to the land has an effect. • George Washington Carver was an agricultural scientist who found ways of using different crops to prevent soil depletion. • If crops are not rotated, the fields will not support plants. Plants are essential to prevent soil from eroding. • Stephen Hawking was a theoretical physicist who worked on understanding the origins of the universe from black holes to big bangs. • The big bang is one theory about how the universe started. • Marie Curie was a scientist who conducted pioneering research on radioactivity. • Xrays can show us what we can't see inside by showing an image of what is hidden inside.
RE	Understanding Christianity God unit 2b.1, what does it mean if God is holy and loving? Unit 2.11 Why do some people believe in God and some people not?	Unit 2.10 What matters most to Humanists and Christians? Unit 2.12 Salvation: how does faith help people when life gets hard?	Unit 2.7 Why do Hindus try to be good? Understanding Christianity Gospel unit 2b.4: What would Jesus do?
History	Industrial Revolution • The Industrial Revolution was a time of rapid change where people moved from the countryside into towns and cities. It started in the 18th Century in Colebrookdale, Shropshire. • Jobs changed during the industrial revolution and there was a big difference between the lives of the rich and the poor.	Anglo Saxons and Scots • The Scots and the Saxons invaded what is now called Scotland, over running the Picts, who already loved there, and split Scotland into 4 separate places. • The Scots and Anglo Saxons attacked Britain who found it difficult to defend because the Romans had gone.	The impact of Inventors and inventions • Orville and Wilbur Wright, the Wright brothers, invented the first motorised plane and flew it in America in 1903. • Before the Wright brothers invented planes, they manufactured their own bikes at a time when technology was rapidly changing.

	• The invention of steam engines was essential for the factories and mines during the industrial revolution. • Transport improved because of railways, canals and steamships. • The spinning Jenny and Power Loom transformed the way fabric was produced. Many Mills were built but working conditions were not very safe. • Agriculture changed because machinery was invented that helped farmers and replaced workers.	• Anglo Saxons and Scots lived in villages. They built ditches and walls and chose the locations of their villages so that they could defend them and get all the materials they needed to live. • Anglo Saxons grew cereal, vegetables, fruit and kept animals on farms. They also fished and hunted animals for food. • Anglo Saxons and Scots made their own clothes out of natural materials and loved jewellery. • The Anglo Saxons ruled England until 11the century AD when William The Conqueror beat King Harrold II at the battle of Hastings.	• At the same time that the Wright Brothers were working on their inventions, Henry Ford began producing the Model A Ford. • On July 25th 1909, Louis Bleriot made the first power flight across the English Channel. • Amelia Earheart was the first woman to fly non-stop solo over the Atlantic in 1932 and she disappeared somewhere over the pacific in 1937 whilst trying to circumnavigate the world. • Flight changed rapidly after the Wright Brothers had invented their plane. Just 66 years later, Neil Armstrong walked on the Moon.
Geography	Globalisation • Globalisation is the increasing connections between places and people across the planet. • The internet has drastically changed the way we communicate but not everyone has equal access to the web. • Trade is the buying and selling of goods and services. Making connections has made it easier to trade across the world. • You can easily buy foods from all over the world in our local shops. The distance between where the food was grown and where it is eaten is described as food miles. • Globalisation is not always fair. Some groups in society enjoy advantages of globalisation, but not everyone can access those advantages. • Globalisation affects almost all areas of our lives from food to clothes.	Climate zones and Biomes • A biome is a large area of land with a particular climate, types of plants (fauna) and types of animals (fauna). • The six major biomes are rainforest, deciduous forests, coniferous forests (taiga), tundra, grasslands (savannah) and deserts. • Climatic factors, human activity, elevation (height) and ocean currents affect a biome. • Human activity and climate change are the main factors that are damaging biomes. • Conservation projects are working to protect and preserve biomes. • Fragility can be described by looking at how easy something is to break Humans are doing damage to all biomes. .	Geog skills and fieldwork (mapping etc) • A compass can be split into eight sections: North; North North West; West; North North East; East; South; South South West; South South East. • You can use 4 and 6 figure grid references to locate different places. • You can use 4 and 6 figure grid references to locate different places. • Maps use symbols to represent geographical features. A key tells you what the symbols mean. • Maps use symbols to represent geographical features. A key tells you what the symbols mean. • Graphs and tables represent information.
Art	Philip James de Loutherbourg. Coalbrookdale by Night (1801) Drawing Printing	Anglo Saxons Anglo Saxons Drawing Painting	Boccioni Inventions And Inventors Drawing 3D Form Futurist Sculpture Umberto Boccioni

Genre: Paint, drawing and printing

Philip James de Loutherbourg.
Coalbrookdale by Night (1801)

Suggested final piece: Create a repeating pattern by creating a printing surface. As well as using the painting for inspiration, take patterns from structures like the Iron Bridge, furnaces etc etc

- Y5
  Philip James de Loutherbourg was born in France but was a British Painter. He was born in 1740 and died in 1812. He was known as a naval painter and he painted sets for theatres. As well as this, he was interested in the industrial revolution and painted Caolbrookdale in 1801.

- Y6
  Philip James de Loutherbourg was born in Strasbourg, France but was a British Painter. He was born in October 1740 and died in March 1812. He was known as a naval painter and he painted sets for theatres. As well as this, he was interested in the industrial revolution and painted Caolbrookdale in 1801. His paintings were very atmospheric and used light and dark very effectively.

- A sketchbook can be used to generate multiple ideas and present a clear process that leads to a finished piece of work.
- You can use colour, shape and texture to provoke a response or feeling when painting.
- You can create a range of printing blocks using different materials to use with roller and ink.
- Monoprinting is when an image can only be made once. You might use the same block but move it around for example.
- You can print on a range of surfaces, each of which can change the appearance of the work.

Y5
Anglo Saxon art was often heavily reliant on pattern and colour. A lot of the work was religious and was produced by monks.

Anglo Saxons worked in metal, inks, did carvings in stone and wood and produced tapestries. Not many tapestries still exist. Anglos Saxons were also good at weaving and used wool. It took a long time to clean, colour and prepare.

The paint and ink the artists used had to be made by the artists and there were some interesting recipes for creating colour.

Many broaches and pieces of jewellery were produced with semi-precious stones

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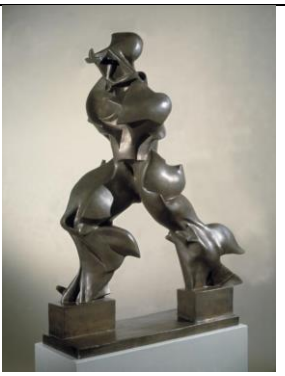

Suggested final piece:
Use clay or a frame with plaster of Paris to create sculpture showing a futuristic object with movement.

Y5
Genre: Sculpture

Umberto Boccioni was an Italian futurist painter and sculptor who died in 1916.
Futurism was a movement that created images relating to technology and the industrial world.
Boccioni played a key role in developing this artistic movement, Sculpture and shapes can create feelings and messages for the viewer.

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Umberto Boccioni was an Italian futurist painter and sculptor who died in 1916.
He died after being drafted into the army when he fell from a horse and got trampled when training.
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Boccioni played a key role in developing this artistic movement.
Sculpture and shapes can create feelings and messages for the viewer.

		Many broaches and pieces of jewellery were produced with semi-precious stones. These were used to hold their clothing together as well as to decorate. • You can improve the quality of sketchbook with mixed media work and annotations. • You can use a range of mediums on a range of backgrounds. • Build on previous work with colour, mixing colours, understanding complimentary colours and creating colour pallets. • Introduce acrylic paint. • Artists use ideas of others, evaluate, change and improve their work to achieve the maximum impact • Critically evaluate your own work and the work of others.	• You can begin to explore possibilities, using and combining different styles and techniques. • Sculptures can be any size. Artists often use little sculptures as 3d sketches to try ideas out. • Start by using wires to create malleable forms. Then build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). • Create a variety of forms, including human forms, showing movement. • Make connections between the way works are created and impact the work has on the viewer and begin to draw comparisons and comment critically on the work of other artists, their own work and the work of peers.
Music	Y5 Unit 4 How does music teach us about our community? **Musicianship: Understanding Music** Tempo: 180bpm Time Signature: 6/8 Key Signature: C major Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers Melodic patterns: C, D, E, F, G, A, B **Musicianship: Improvise Together - Activity 2** Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Improvise section using: F, G, A, B , C, D, E Songs: Erie Canal, Heroes, happy to be me Y6 Unit 1 How does music bring us together? **Musicianship: Understanding Music** Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. Melodic patterns: C, D, E, F, G, A, B	Y5 Unit 5 How does music shape our way of life? **Musicianship: Understanding Music** Tempo: 66bpm Time Signature: 3/4 Key Signature: D major Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers Melodic patterns: D, E, F♯, G, A • **Musicianship: Improvise Together - Activity 3** • Tempo: 120bpm Time Signature: 6/8 • Key Signature: C major • Improvise section using: C, D, E, F, G, A, B Songs: Look Into The Night, Breathe, keeping time Y6 Unit 3 How does music improve our world? **Musicianship: Understanding Music**	Y5 Unit 2 How does music connect us with our past? **Musicianship: Understanding Music** Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers Melodic patterns: F, G, A, B , C, D, E **Musicianship: Improvise Together - Activity 1** Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C, D, E, F♯, G Songs: The Sparkle In My Life, Dreaming Of Mars, Get On Board Y6 Unit 5

	Musicianship: Improvise Together - Activity 1 Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, F, G, A, B Songs: Do What You Want To, It's All About Love, Sunshine On A Rainy Day •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	Tempo: 68bpm Time Signature: 4/4 Key Signature: D major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers, and semiquavers Melodic patterns: D, E, F♯, G, A, B, C♯ **Musicianship: Improvise Together - Activity 2** Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, F, G, A, B Songs: Disco Fever, La Bamba, Change •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	How does music shape our way of life? **Musicianship: Understanding Music** Tempo: 76bpm Time Signature: 6/8 Key Signature: D minor Rhythmic patterns using: Dotted crotchets, triplet quavers, quavers Melodic patterns: D, E, F, G, A **Musicianship: Improvise Together - Activity 3** Tempo: 116bpm Time Signature: 5/4 Key Signature: G major Improvise section using: G, A, B, C, D, E, F♯ Songs: Wake Up!, Down By The Riverside, Dance The Night Away •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
Computing	Computing systems and networks – Internet Communication 6:1	Programming A Variables in games 6:3	Programming B Sensing 6:6

Design Technology	Computers • Computers can be programmed to make a machine move. • Know that a computer needs a special language so that it can follow instructions. • Computers can be programmed to complete a sequence of instructions to control a product. • Know that a computer needs a special language so that it can follow instructions. • Computers can be programmed to complete a sequence of instructions to control a product. • Know that a computer needs a special language so that it can follow instructions. • Be able to spot mistakes in instructions and correct them, de bugging. • Be able to spot mistakes in instructions and correct them, de bugging.	Design a new healthy savoury dish using local products to be sold in a super market. • Seasons may affect the availability of foods. • know that transport plays a crucial role in food distribution. • Food is processed into ingredients that can be eaten or used in cooking. • You can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • You can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Recipes can be adapted and changed to alter the appearance, taste, texture and aroma of a dish. • There is a need for correct storage • Measure accurately • Work out ratios in recipes • A healthy savoury dish must contain all the food groups and should take in to account amounts of each part of the eat well plate.	Create a bridge to hold the maximum weight. The bridge must have a mechanism to allow larger boats to pass under it. • Make more complex 3d shapes using nets. • Join different 3d shapes together. • Use a range of techniques to join different materials together. • 3d structures can be made stronger by reinforcing them. • 3d shapes can be used in different orientations. • You can create a structures using a range of different 2 and 3d shapes. • You can identify weakness in structures and reinforce. • Mechanical and electrical systems have an input and an output. • Gears and pulleys can be used to speed things up or slow them down or change the direction of movement. • You can connect gears using teeth or belts. • You can use gears and pulleys to help move heavy structures more easily.
PSHE/ RSE	Y5 Being me in my world. • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. Celebrating Difference. • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	Y5 Dreams and goals. • I can compare my hopes and dreams with those of young people from different cultures. • I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. Healthy Me. • I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how	Y5 Relationships • I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. Y5/6 Changing Me. RSHE Year 5

		smoking and alcohol misuse is unhealthy. • I can summarise different ways that I respect and value my body.	• I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. • I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. Year 6 • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
PE	Tag Rugby Y5/6 Year 5 • Able to recognise where improvement could be made in their work· • Develop, select and combine more complex skills in competitive environments· • Play in games developing strength and techniques Year 6 • Play in competitive games developing fluency in skills and techniques· • Working as a team implementing attacking and defending tactics· • Compare team performances against other team performance Netball Y5/6 Year 5 • Play in competitive games developing strength and technique • Able to recognise where improvements could be made in their work • ·Select and combine more complex skills in game situations Year 6 • Play in competitive games developing fluency in skills and techniques	Hockey Y5/ Y6 Year 5 • Play in competitive games developing strength and technique • Able to recognise where improvements could be made in their work • Select and combine more complex skills in game situations Year 6 • Play in competitive games developing fluency in skills and techniques • Work in collaboration to play in different formations • Compare the team's performance against others Dance Unit 1 Y5/Y6 Year 5 • To perform routines to audiences· • To perform in a variety of dance styles· • To work collaboratively in groups. Year 6	Athletics Y5/Y6 Year 5 • Perform routines to audiences • Perform in a variety of dance styles • Work collaboratively in groups Year 6 • Work collaboratively with a partner and in small groups to perform more complex dances • Compare performances with previous performances and demonstrate improvement to achieve personal best • Develop flexibility, balance, strength and control in a range of dances Rounders Y5/6 Year 5 • Play in competitive games developing power, flexibility and cardiovascular endurance • Able to recognise where improvements could be made in their work • Select and combine more complex skills in game situations Year 6

	• Work in collaboration to play using different tactics • Compare the team's performance against others Cross country practice.	• To work collaboratively with a partner and in small groups to perform more complex dances • To compare performance with previous performances and demonstrate improvement to achieve personal best. • To develop flexibility, balance, strength and control in a range of dances.	• Play in competitive games developing fluency in skills and techniques· • Work in collaboration to apply defensive and attacking tactics • To compare team performance against other team performances.
FRENCH	Y5 Getting to know you. • 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 • 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 • 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 Y5 All about ourselves. • 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 • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • appreciate stories, songs, poems and rhymes in the language	Y5 That's tasty. • Listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • read carefully and show understanding of words, phrases and simple writing • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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 Y5 Family and friends. • 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	Y5 School life. • 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 • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple 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 Y5 Time travelling. • speak in sentences, using familiar vocabulary, phrases and basic language structures broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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

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