| | Knowledge | Skills | Vocabulary |
|---|---|---|---|
| **History** | To know about Britain's settlements by Anglo-Saxons and Scots<br><br>Dark ages<br>Christian conversion Canterbury, Iona and Lindisfarne<br>Sutton Hoo<br><br><br>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br><br>Raids<br>resistance<br>Danegeld<br>Alfred the Great<br>Althelstan<br>Edward the Confessor<br><br><br>To know about a non-European society that provides contrasts with British history at the same time – 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. (Choose one)<br><br>Baghdad<br>Islam<br>Prophet Muhammad<br>Muslim<br>mosque<br>Golden Age<br>Astrolabes<br>Caliphs | <u>Understand Chronology</u><br>• To understand the concepts of **continuity** and change over time, representing them on a timeline.<br>• To identify links with other periods of study, demonstrating global **perspective**.<br><br><br><u>Investigate and interpret the past</u><br>• To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.<br>• To suggest causes and consequences of some of the main events and changes in history.<br>• To show understanding that aspects of the past have been represented and interpreted in different ways.<br>• To begin to select and combine relevant information from different sources.<br><br><br><u>Communicate Historically</u><br>• To use literacy, numeracy and computing skills in order to communicate information about the past.<br>• To show increasing depth of factual knowledge and understanding of aspects of history and use this to describe features of past societies and periods and to begin to make links between them. | <u>Communicate Historically</u><br>As above plus:<br>• legacy<br>• infer<br>• justify<br>• hypothesis.<br><br><br>**Britain's settlement by Anglo-Saxons and Scots**<br><br><br>**Viking and Anglo-Saxon struggle for the Kingdom of England**<br>resistance<br><br>**A non-European society that provides contrasts with British history**<br>**c. AD 900**<br>advanced civilisations<br><br>**Early Islamic civilization**<br><br>**Mayan civilization**<br><br>**Benin**<br><br>**Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**<br>(N.B. depends on the aspect or theme selected.)<br>long arc of time<br><br>Legacy |

| | | | |
|---|---|---|---|
| | Mesoamerica<br>Codex<br>Chichen Itza<br>Oba | | |
| **Geography** | **Location Knowledge**<br>• To know the name of some of the world's countries with a focus on North America.<br>• To know the name of major cities with a focus on North America.<br>• To know the significance of latitude and longitude<br>• To know the significance of **Arctic and Antarctic circle**<br>**Place Knowledge**<br>• To know geographical similarities and differences through the study of human and physical geography a region of a European country (Russia) and a region in North America - State (California)<br><br>**Human and physical geography**<br>• To know and understand key aspects of:<br>**Climate zones** (temperature, rainfall)<br><br>Earthquakes - Richter scale<br><br>Distribution of natural resources including energy, food, minerals and water<br><br>Minerals<br>Gas<br>Oil<br>Petrol<br>Energy<br>Coal | **Geographical skills and fieldwork**<br>• To use maps, atlases or globes:<br>• To locate some of the world's countries with a focus on North America.<br>• To locate major cities with a focus on North America.<br>• To identify position of **latitude** and **longitude**<br>• To identify position of Arctic and Antarctic circle<br>• To use 6-figure grid reference<br>• To use fieldwork to observe, measure record and present the **human** and **physical features** in the local area using a range of methods, including sketch maps, plans and graphs (line graph), and digital technologies:<br>• To compare maps with aerial photographs<br>• To select a map for a specific purpose **(political/physical map/thematic map)**<br>• To use atlases to find out other information (e.g. temperature)<br>• To draw a sketch map using symbols and a key<br>• To use and recognise OS map symbols regularly<br>• To use lines of longitude and latitude on maps | Devastation<br>Political<br>Latitude<br>Longitude<br>Climate<br>Richter<br>thematic |

| Music | **Listen and appraise**<br>• To begin to know musical vocabulary.<br><br>Holst<br>Rock<br>Bon Jovi<br>Jazz<br>Pop Ballads<br>Hip Hop<br>Motown | • Use a range of words to help me describe music **(pitch, duration, dynamics, tempo, timbre, texture and silence).**<br>• Describe music using musical words and use this to identify strengths and weaknesses in my music. | |
|---|---|---|---|
| | **Musical Activities (Including Pulse & Rhythm)**<br>• To begin to know that pulse and rhythms vary according to musical style.<br>**Duration** | • Identify different speeds of pulse (tempo) by clapping and moving.<br>• Maintain rhythms to fit style, e.g. blues, waltz, African etc.<br>• Keep a steady beat whilst performing an independent part. | |
| | **Singing & Voice**<br>• To know to sing songs showing control in breathing. | • Sing songs with increasing control of breathing, posture and sound projection.<br>• Sing songs in tune and with awareness to other parts<br>• Identify phrases through breathing in appropriate places. | |
| | **Playing instruments**<br>• To know how to play instruments for effect. | • Identify and control different ways percussion instruments make sounds.<br>• Play accompaniments with control and accuracy. | |
| | **Improvisation**<br>• To begin to know how to improvise within a group. | • I can improvise within a group. | |
| | **Composition**<br>• To know music can be recorded/written down/shared.<br>Treble Clef<br>Note names | • Identify different starting points for composing music.<br>• Create rhythmic patterns and record using a range of notation.<br>• Record own compositions using ICT. | |
| | **Perform & Share**<br>• To know how to perform with an awareness of occasion. | • Present performances effectively.<br>• Maintain my own part and be aware of how the different parts fit together. | |

| | | | |
|---|---|---|---|
| | | • Perform songs in a way that reflects their meaning and the occasion. | |
| **PSHE and RSE** | **Relationships**<br>**Families & Friendships –**<br>• what makes a healthy friendship and how they make people feel included<br>• strategies to help someone feel included<br>• about peer influence and how it can make people feel or behave<br>• the impact of the need for peer approval in different situations, including online<br>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication<br>• that it is common for friendships to experience challenges<br>• strategies to positively resolve disputes and reconcile differences in friendships<br>• that friendships can change over time and the benefits of having new and different types of friends<br>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable<br>• when and how to seek support in relation to friendships<br>• the impact of discrimination on individuals, groups and wider society<br>• ways to safely challenge discrimination<br>• how to report discrimination online<br><br><br>**Safe Relationships –**<br>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations<br>• how to ask for, give and not give permission for physical contact<br>• how it feels in a person's mind and body when they are uncomfortable | **Relationships**<br>**Families & Friendships –**<br>• I can describe what a 'healthy' friendship is, I can tell you how to help people feel included<br>• I can explain what peer influences are  and how they can make people behave<br>• I can explain what 'peer approval' is and how it makes people feel, including online<br>• I can tell you some ways to deal with peer approval<br>• I can tell why friendships may change over time and may become more challenging<br>• I can tell you some ways to help solve arguments between friends<br>• I can explain why having new friends is a good thing<br>• I can explain why people have different friendships e.g. in school, in a football team or club, where you live<br>• I can tell you how to spot if a friendship is making me feel uncomfortable/worried<br>• I can say who I could approach if I was worried about a friendship<br>• I can tell you how I could safely challenge discrimination and how I could report it<br><br>**Safe Relationships –**<br>• I can explain some different times when physical touch is/not acceptable<br>• I can say how I could ask for permission for physical contact<br>• I can say how I could  NOT give permission for physical contact<br>• I can explain why it is not the persons fault if they experience physical contact that makes them feel uncomfortable<br>• I can tell you what I could do/who I could talk to if I experienced uncomfortable physical contact<br>• I can explain why I should never be asked to keep a secret that makes me feel uncomfortable | • discrimination<br>• racism<br>• sexism<br>• homophobia<br>• harassment<br>• compassion<br>• stereotypes<br>• ambition<br>• diversity<br>• inclusion<br><br>• deprivation |

- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

**Respecting ourselves and others -**
- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment

**Living in the Wider World**
**Belonging to a community**
- about how resources are allocated and the effect this has on individuals, communities and the environment
- the importance of protecting the environment and how everyday actions can either support or damage it
- how to show compassion for the environment, animals and other living things
- about the way that money is spent and how it affects the environment

**Respecting ourselves and others –**
- I can explain why it is important that everyone is treated fairly and equally
- I can explain why it is important to listen to other people's thoughts including those different to my own – traditions, beliefs, lifestyles
- I can explain what the word discrimination means
- I can tell you about different types of discrimination – racism, sexism, homophobia, disability
- I can tell you about online bullying and discrimination of groups – trolling and harassment

**Living in the Wider World**
**Belonging to a community**
- I can begin to explain how resources are shared out in a community and how this affects individuals, communities and the environment
- I can explain why protecting the environment is important
- I can tell you how our everyday actions can help/not the environment
- I can tell you what I can do to show compassion/care for our environment
- I can explain why how money is spent affects the environment
- I can tell you what responsibilities I think I have towards the environment

| | | |
|---|---|---|
| | • to express their own opinions about their responsibility towards the environment | **Media literacy and digital resilience**<br>• I can name some of the different types of media<br>• I can tell you some of the different purposes of media – entertainment, news, inform, persuade, advertise<br>• I can explain how some media on online content might support stereotypes<br>• I can tell you which search engines I think are safe and why<br>• I can explain what I think unsafe content online might be/look like<br>• I can tell you how devices store and then share information including personal information |
| | **Media literacy and digital resilience**<br>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise<br>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased<br>• that some media and online content promote stereotypes<br>• how to assess which search results are more reliable than others<br>• to recognise unsafe or suspicious content online<br>• how devices store and share information | |
| | **Money and work**<br>• to identify jobs that they might like to do in the future<br>• about the role ambition can play in achieving a future career<br>• how or why someone might choose a certain career<br>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values<br>• the importance of diversity and inclusion to promote people's career opportunities<br>• about stereotyping in the workplace, its impact and how to challenge it<br>• that there is a variety of routes into work e.g. college, apprenticeships, university, training | **Money and work**<br><br>• I can tell you jobs I might like to do when I am older<br>• I can explain what ambition is and why it is a good to have it<br>• I can tell you why certain people may choose certain careers e.g. good at sports – PE coach, caring personality – nurse/Doctor/vet, good at art – designer/ illustrator, good at problem solving – engineer, designer<br>• I can explain what influences people to choose certain jobs<br>• I can explain why diversity and inclusion is important in our society/workplace<br>• I can tell you what stereotyping is and how/why it may occur in some workplaces<br>• I can tell you some of the different routes into work and that not everybody follows he same pathway<br><br>**Health & Well-Being**<br>**Physical health and mental well-being** |

**Health & Well – Being**

**Physical health and mental well-being**
- how sleep contributes to a healthy lifestyle
- healthy sleep strategies and how to maintain them
- about the benefits of being outdoors and in the sun for physical and mental health
- how to manage risk in relation to sun exposure, including skin damage and heat stroke
- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment

**Growing and changing**
- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing

- I can tell you why it is important to get enough sleep – I know how much this should be for someone of my age
- I know what I can do help myself have a good night's sleep
- I can tell you some of the benefits of spending time outdoors – physical and mental health
- I can explain why too much time in the sun is not good for me
- I understand that some medicines help me and how some medicines can help people with allergies
- I can tell you what a vaccination is and what immunisation is, I understand why these can help prevent the spread of diseases/viruses
- I can tell you some basic hygiene routines that I can do to help prevent the spread of viruses
- I understand that it is everybody's responsibility to keep the environment clean but my personal responsibility to keep my things/area/bedroom clean

**Growing and changing**
- I can tell you what personal identity is
- I can tell you some things that may contribute to personal identity
- I can say some ways that my friends are different to me in terms of personality and personal qualities
- I can explain what emotional well-being is. I can tell you some ways I can look after or improve my personal well-being
- I understand that belonging to clubs/groups could improve my personal well-being and why.

**Keeping safe**
- I can spot when situations are becoming unsafe
- I can tell you ways to keep myself safe – crossing road, cycle helmet etc. (accepting personal responsibility)
- I can tell the difference between positive and negative risks

| | | | |
|---|---|---|---|
| | • about the link between participating in interests, hobbies and community groups and mental wellbeing<br><br>**Keeping safe**<br>• to identify when situations are becoming risky, unsafe or an emergency<br>• to identify occasions where they can help take responsibility for their own safety<br>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour<br>• how to deal with common injuries using basic first aid techniques<br>• how to respond in an emergency, including when and how to contact different emergency services<br>• that female genital mutilation (FGM) is against British law[1]<br>• what to do and whom to tell if they think they or someone they know might be at risk of FGM | • I can tell what I would do in an emergency, I know how to make a 999 call and what information I should give.<br>• I can explain some basic first aid techniques that I can use in an emergency<br>• I understand what FGM is and that it is illegal in this country<br>I can tell you who I would talk to if I was worried about FGM | |
| **Computing** | **Computer Science**<br><br>(Programming, Coding, Algorithms)<br><br>• To know some ways that text variables can be used in coding. | • Explain what Object, Action, Output,<br>• Describe what they did to make their vehicle change angle.<br>• Show that their vehicles move at different at different speeds.<br>• Set/change the variable values appropriately.<br>• Create a game which has a timer and score pad.<br>• Use variables to control the objects in the game.<br>• Create loops using the timer and If/else statements. | |
| | **Information Technology**<br><br>(Data representation/handling)<br><br>• To know how to use the 'how many' tool.<br>• To know how to convert measurements in spreadsheets. | • Create a formula in a spreadsheet to convert m to cm.<br>• Create a spreadsheet that **converts** miles to km and vice versa.<br>• Use a spreadsheet to work out which letters appear most often. | convert<br><br>collaborate, |

| | | |
|---|---|---|
| • To know how to create a formulae including the advanced mode.<br>• To know how to use text variables to perform calculations.<br>• To know how to use a spreadsheet to plan an event.<br>• To know the different ways to search a database.<br>• To know how to create a database around a chosen topic.<br>• To know what a database field is and correctly add field information.<br>• To know how to create the game environment.<br>• To begin to understand the process of designing their own game.<br>• To know how to finish and share their game.<br><br>• To know what the 2Design and Make tool is for.<br>• To understand designing for a purpose.<br>• To understand printing and making.<br>• To begin to understand the possibilities of 3D printing.<br>• To understand the need for visual representation when generating and discussing complex ideas.<br>• To know the importance of recording concept maps visually.<br>• To know how to use the correct vocabulary when creating a concept map.<br>• To know how a concept map can be used to retell stories and information. | • Use a spreadsheet to work out the area and perimeter of rectangles.<br>• Use calculations to solve real life problems.<br>• Create simple formulae that use different variables.<br>• Create a formula that will work out how many days there are in x number of weeks or years.<br>• Use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.<br>• Search information on a database.<br>• Search a database in order to answer questions correctly.<br>• Contribute to a class database.<br>• Design an avatar for a class database.<br>• Successfully enter information in a class database.<br>• Create their own database on a chosen topic.<br>• Add records to a database.<br>• Word questions so that they can be effectively answered using a search of their database.<br>• Describe some of the elements that make a successful game.<br>• Review and analyse a computer game.<br>• Design the setting for their game so that it fits with the selected theme.<br>• Upload images or use the drawing tools to create the walls, floor and roof.<br>• Design characters for their game.<br>• Change, the animations and sounds that the characters make.<br>• Make their game more unique by selecting the appropriate options to maximise the playability.<br>• Write informative instructions for their game so that other people can play it.<br>• Evaluate their own and peers' games to help improve their design for the future.<br>• Explore the different viewpoints in 2Design and Make whilst designing a building.<br>• Adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. | |

| | | | |
|---|---|---|---|
| | | • Edit the polygon 3D models to design a 3D model for a purpose.<br>• Refine a design to prepare for printing.<br>• Print their design as 2D net and then created a 3D model.<br>• Make connections between thoughts and ideas.<br>• Create a basic concept map.<br>• Understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'.<br>• Create an informative text.<br>• Present concepts maps to an audience.<br>• Create a collaborative concept map. | |
| | **Digital Literacy**<br><br>(Online Safety, uses of Technology)<br><br>• To know what internet safety is.<br>• To know the importance of keeping personal information safe. To understand issues concerning the reliability of sources and people online.<br>• To know what Childnet SMART CREW is and have used their resources to gain an understanding about keeping safe online.<br>• To know who to tell if I they upset by something that happens online.<br>• | • Use coding knowledge to create a program that explains internet safety.<br>• Create a comic strip to share knowledge about internet safety. | |
| **R.E** | **Christianity**<br>• To know how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God.<br>• To know how to ask/answer questions that a topic may raise<br>• To understand the Christian idea of the 'Kingdom of God'<br>• To know how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom. | **Christianity**<br>• Explain how Christians can live forgiven in relationship with God - **sacrifice** and **reconciliation**<br>• Suggest answers to questions that the **resurrection** of Jesus might raise.<br>• Explain the Christian idea of the 'Kingdom of God' using parables or miracles<br>• Explain how Christians seek to live to advance the Kingdom on earth using texts such as: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom.<br>• Describe how signs of salvation in a church reinforce the Christian idea of forgiveness. | As in previous year and<br><br>**Christianity**<br>Sacrifice<br>Reconciliation<br>Resurrection<br>Absolution<br><br>**Islam**<br><br>**Hinduism**<br>Reincarnation<br><br>**Cross Religious / Non-Religious Viewpoints** |

- To know how signs of salvation in a church reinforce the Christian idea of forgiveness.
- To know how diverse expressions of Christian worship can reinforce faith & belief.

- Explain how diverse expressions of Christian worship can reinforce faith & belief.

**Islam**

- To understand how all Muslims are part of the 'Ummah'
- To know the key Muslim beliefs related to Allah (God)

**Islam**

- Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
- Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;

Ummah
Shahadah
Salah
Wudu
Zakat
Sawm
Hajj
Mekkah

**Hinduism**

- To know various forms of Hindu worship
- To know some of the stories of Vishnu and Rama and Sita
- Describe how and suggest why Hindus celebrate Diwali and Holi.
- To know the differences between Hindu ways of welcoming a child with religious/non-religious views previously studied.
- To understand Hindu beliefs about reincarnation, vegetarianism & caring for the environment.

**Hinduism**

- Describe various forms of worship that happen in the Hindu Temple, including Puja.
- Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.
- Describe how and suggest why Hindus celebrate Diwali and Holi.
- Compare/contrast Hindu ways of welcoming a child with at least 1 religious/non-religious views previously studied.
- Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.

**Cross Religious / Non-Religious Viewpoints**

- To know how to ideas about religion/non-religious viewpoints.

**Cross Religious / Non-Religious Viewpoints**

| | | | |
|---|---|---|---|
| | • To know how to suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. | • Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.<br>• Suggest lines of enquiry and plan investigations into religious/non-religious | |
| **Art & Design**<br><br>Drawing / Sketching | -To know how to draw background and foreground.<br>-To know what cross-hatching is.<br>-To know how to add shadows and reflection in drawings and sketches.<br>-To know how to show the direction of sunlight in drawings and sketches.<br>-To know how to show movement in drawings or sketches.<br>-To know how to show perspective in drawings or sketches. | -To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, direction of sunlight.<br>-To depict movement and perspective in drawings.<br>-To develop accuracy and expression in observational drawings, including the human figure.<br>-To know the proportions to draw a face and body accurately.<br>-To choose and potentially combine a variety of drawing materials and select the most appropriate to task and purpose.<br>-To develop confidence in using a variety of drawing mediums as in Year 1 and 3, including pen.<br>-To add more detailed annotations to sketches to explain some ideas.<br>-To begin to use shading to create mood and texture and feeling.<br>-To manipulate and experiment with the elements of art; line, tone, pattern and texture.<br>-To draw background and foreground. | perspective<br>observational<br>proportion |
| Painting | -To know what a colour palette is.<br>-To know what tertiary colours are. | -To create a colour palette, demonstrating mixing techniques.<br>-To use a range of paint (acrylic, poster, oil paints, water colours) to create visually interesting pieces.<br>-To confidently control the types of marks made and experiment with different effects.<br>-To use tertiary colour in their paintings.<br>-To mix and match colours according to atmosphere.<br>-To understand what is meant by complementary and contrasting colours.<br>-To make individual choices regarding choice of media and state why in their annotations. | tertiary<br>atmosphere<br>complementary<br>contrasting<br>annotations |
| Textiles | -To know how to join fabrics.<br>-To know a few types of stitches. | -To use different techniques, colours and textures when designing and making pieces of work. | texture<br>applique |

| | | -To confidently join fabrics using a range of different stitches.<br>-To apply decoration using needle and thread e.g. buttons, sequins, applique.<br>-To develop confidence in joining fabrics using 2 different stitches.<br>-To begin to use smaller-eye needles. | |
|---|---|---|---|
| Study great artists, craft makers, architects and designers | -To know about the work of a famous, notable artist or designer<br>Paul Lung – Drawing/Sketching<br>Chris Ofili - Painting<br>Bisa Butler – Textiles | -To know about the work of a famous, notable artist or designer<br>Paul Lung – Drawing/Sketching<br>Chris Ofili - Painting<br>Bisa Butler – Textiles | influences |
| | | -To offer facts about notable artists', artisans' and designers' lives.<br>-To create original pieces that show a range of influences and style.<br>-To give details about the styles of some notable artists or designers.<br>-To compare artwork produced by the same artist or other artists. | |
| **MFL** | To know language to hold a conversation getting to know someone<br>To know language to hold a conversation about themselves<br>To know language to hold a conversation about food<br>To know language to hold a conversation about friends and family<br>To know language to hold a conversation about school | **Speaking**<br>Have a short conversation saying 3 or 4 things<br>Speak in longer sentences<br>**Reading**<br>Begin to read and understand a short passage using familiar language with support<br>**Writing**<br>Write 2 or 3 short sentences on a familiar topic<br><br>Je peux... [I Can...]<br>Comment ca va ? [How are you feeling ?]<br>Je me presente [Let me introduce myself]<br>Le corps [The body]<br>Comment me décrire ? [What Do I Look Like?]<br>Le visage [the face]<br>Je fais<br>quelque chose [I'm doing Something]<br>Qu'est-ce que tu fais ? [What Are You Doing?]<br>Le mode fashion [fashion]<br>Jaime manger [I like to eat…]<br>Les frites [French fries] | L'ordinateur [computer]<br>La biblotheque [library]<br>Le crayon [pencil]<br>Le stylo [pen]<br>La gomme [gum]<br>La regle [ruler]<br>Le francais [french]<br>Le dessin [drawing]<br>Les matières [subjects]<br>la géographie (la géo) [geography]<br>l'anglais [english]<br>l'éducation physique [PE]<br>les mathématiques [Maths]<br>la musique [music]<br>l'histoire [history]<br>les sciences [science]<br>le dessin [art]<br>Excusez-moi…[excuse me]<br>Excusez-moi, où est…? [Excuse me, where is?]<br>J'habite dans [I live in a]<br>C'est chez moi [This Is my Home] |

|  |  | Le chocolat [chocolate] | Quelle sorte de maison ? [What Sort of House?] |
|  |  | Les chips [the chips] |  |
|  |  | Les hot dogs [hot dogs] |  |
|  |  | Les glaces [Icecream] |  |
|  |  | Je n'aime pas [i do not like] |  |
|  |  | La table [table] |  |
|  |  | La chaise [chair] |  |
|  |  | L'ordinateur [computer] |  |
|  |  | La biblotheque [library] |  |
|  |  | Le crayon [pencil] |  |
|  |  | Le stylo [pen] |  |
|  |  | La gomme [gum] |  |
|  |  | La regle [ruler] |  |
|  |  | Le francais [french] |  |
|  |  | Le dessin [drawing] |  |
|  |  | Les matières [subjects] |  |
|  |  | la géographie (la géo) [geography] |  |
|  |  | l'anglais [english] |  |
|  |  | l'éducation physique [PE] |  |
|  |  | les mathématiques [Maths] |  |
|  |  | la musique [music] |  |
|  |  | l'histoire [history] |  |
|  |  | les sciences [science] |  |
|  |  | le dessin [art] |  |
|  |  | Excusez-moi…[excuse me] |  |
|  |  | Excusez-moi, où est…? [Excuse me, where is?] |  |
|  |  | J'habite dans [I live in a] |  |
|  |  | C'est chez moi [This Is my Home] |  |
|  |  | Quelle sorte de maison ? [What Sort of House?] |  |
| **Outdoor Learning** | **Shelter and Art**<br>To know how to use tarps to create a shelter.<br>To know how to use tarps to create a teepee<br>**Fire and Drama/Music**<br>To know different tinders<br>To know how to build different styles of fire<br>**Water and Nature**<br>To know the name of certain plants<br>To know the name of certain trees | **Shelter and Art**<br>To create a lattice wall<br>To create a tepee<br>To begin to use tarps<br>**Fire and Drama/Music**<br>To use mud ovens<br>To tell your own campfire story<br>**Water and Nature**<br>To identify certain plants<br>To identify certain trees - Silver Birch tree<br>Beech tree<br>Chestnut tree | Lattice |

| | | Ash tree<br>Willow tree | |
|---|---|---|---|