

Scholar Green Primary School
Year 6 Progression Model

	Knowledge	Skills	Vocabulary
History	<p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To know about local history – WW2</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural). • To use dates and terms accurately when describing events. <p><u>long arc of time</u> <u>turning point</u></p> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • To understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this (understanding bias). • To use sources of evidence to form deductions and hypotheses about the past. • To independently select relevant source material for enquiry and justify choices. <p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> • To make links between features within and across different periods from prior knowledge. • To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • To use original ways to present information and ideas. 	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> • bias • reliability <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (N.B. depends on the aspect or theme selected.)</p> <p>Legacy</p>
Geography	<p>Location Knowledge</p> <ul style="list-style-type: none"> • To know the name of some of the world's countries with a focus on South America. • To know the name of major cities with a focus on South America. - Spring • To know the significance of Greenwich, Meridian including day and night – Autumn 1 <p>Place Knowledge</p> <ul style="list-style-type: none"> • To know geographical similarities and differences through the study of human and physical geography a region of North America (California) and a region of South America (<u>Amazon Rainforest</u>) Summer 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • To use maps, atlases, globes or digital/computer mapping to: Locate some of the world's countries with a focus on South America. Locate major cities with a focus on South America. Identify position of <u>Greenwich</u>, <u>Meridian</u> including day and night • 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 (pie chart - digital), and digital technologies: • To follow a short route on a OS map. • To use a variety of resources to find out data about other places 	<p>As above plus...</p> <p>Biomes Tundra Deciduous Savannah Coniferous Vegetation</p>

	<p>Fair Trade Time Zone</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> To know and understand key aspects of: <ul style="list-style-type: none"> <u>Biomes</u> <u>Vegetation belts</u> <u>Economic activity</u> including trade links (local economic activity). – Autumn 2 <u>Trade Links</u> <u>Desert</u> 	<p>(trade distribution).</p> <ul style="list-style-type: none"> To draw plans of increasing complexity. 	
Music	<p>Listen & Appraise</p> <ul style="list-style-type: none"> To know and use a range of musical vocabulary. <p>Beethoven Micheal Jackson Pop Benjamin Britten Carole King Jazz</p> <p>Musical Activities (Including Pulse & Rhythm)</p> <ul style="list-style-type: none"> To know that pulse and rhythm vary according to musical style <p>Singing & Voice</p> <ul style="list-style-type: none"> To know how to use their voice confidently in different situations. <p>Playing instruments</p> <ul style="list-style-type: none"> To know how ICT can create different sounds. <p>Improvisation</p> <ul style="list-style-type: none"> To know how to improvise in a group and independently. <p>Composition</p> <ul style="list-style-type: none"> To know how to use a range of notation to record music. <p>Crotchet Quaver Semi quaver Minim Semi breathe</p>	<p>Listen & Appraise</p> <ul style="list-style-type: none"> Listen to longer pieces of music and identify features. Refine and improve my work. <p>Musical Activities (Including Pulse & Rhythm)</p> <ul style="list-style-type: none"> Use musical vocabulary confidently to describe music. <p>Singing & Voice</p> <ul style="list-style-type: none"> Perform an independent part keeping to a steady beat. Sing with expression and rehearse with others. Sing in a round of two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone. Begin to have an awareness of improvisation of the voice. <p>Playing instruments</p> <ul style="list-style-type: none"> Create different effects using a combination of pitched sounds. Use ICT to change and manipulate sounds. <p>Improvisation</p> <ul style="list-style-type: none"> Improvise in a range of situations, in a group, independently, with instruments. <p>Composition</p> <ul style="list-style-type: none"> Combine all musical dimensions to create an effect. Vary and maintain rhythms to fit style. Create rhythmic and melodic phrases and record using a range of notation, including ICT. <p>Perform & Share</p> <ul style="list-style-type: none"> Show an awareness of audiences, venue and occasion. Perform alone or in a group, displaying a variety of techniques. Take turns to lead a group. Confident playing solo. 	

	Perform & Share <ul style="list-style-type: none"> To know how to perform with an awareness of audience. 	<ul style="list-style-type: none"> Hold my part in a round. 	
PSHE and RSE	<u>Relationships</u> Families & Friendships – <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any <u>gender</u>, ethnicity or <u>faith</u> the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and <u>civil partnership</u> mean e.g. a legal declaration of <u>commitment</u> made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried Safe Relationships – <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give 	<u>Relationships</u> Families & Friendships – <ul style="list-style-type: none"> I can tell what <u>attraction</u> means and what it means to be attracted to someone I can tell you about some different kinds of loving relationships I understand that people who love each don't have to be the same gender, faith or from the same <u>ethnic group</u> I can tell you some of the features of a healthy relationship I can tell you some of the ways couples show their love/commitment for each other I understand that not all couples will be married I can explain what <u>marriage</u> is and what a civil partnership is I understand that people have the right to choose who they marry I understand that people do not have to get married to have a loving/healthy relationship I can tell what a forced marriage is and that it is illegal in our country I know who I could talk to if I was worried about forced marriages Safe Relationships – <ul style="list-style-type: none"> I can tell you the difference between a health and an unhealthy friendship I can tell you about the responsibility I have if I see someone being forced/put under pressure to do something wrong I can tell you about some strategies to use if I feel under pressure including being under pressure online I can explain about the risk of responding to different challenges or dares online I can tell you some strategies I would use if someone made me feel worried, unsafe or uncomfortable, I know who I could talk to about this. I understand how to report things I see/hear online that worry or concern me I can explain what the term consent means. I can tell you how I would ask for consent or refuse to give consent in a range of different situations Respecting ourselves and others –	<ul style="list-style-type: none"> pressure strategies consent prejudice discrimination stereotypes transition

	<p>permission in different situations</p> <p>Respecting ourselves and others -</p> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not 	<ul style="list-style-type: none"> • I can explain what values are • I can explain how someone's values and belief could make them a good role model • I understand what respect means. I can talk about things respectfully with friends, in class and at home. • I understand that others may have a different point of view to me. I understand that I don't have to agree with this but I should listen respectfully. • I can tell you some ways I could challenge other people's point of view while still showing them respect • I can explain how I can be involved in online discussions • I can tell you some ways of managing arguments that might happen in online discussions <p><u>Living in the Wider World</u> Belonging to a community</p> <ul style="list-style-type: none"> • I can explain what prejudice means • I can tell you the difference between prejudice and discrimination • From looking at some examples, I can spot some signs of discrimination • I can tell what I would do if I saw discrimination happening • I can explain what stereotyping is and how it affects people • I can tell you how I would challenge any stereotyping that I witnessed <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • I can tell you some of the many benefits of using the internet safely • I can explain how images on the internet may have been altered or even faked • I can tell you how to spot signs of images being altered • I can tell you some of the reasons people communicate via social media • I can explain some of the risks linked to social media • I can tell you why some of the things on the internet are not suitable for children and have age restrictions • I understand that some things on the internet are designed to make me feel something/read /something/ share something • I can tell you what is and what is not OK to share on the internet • I can tell you how I would report anything I felt uncomfortable with on the 	
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	<p>appropriate for children</p> <ul style="list-style-type: none"> • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact <p>Money and work</p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks <p><u>Health & Well – Being</u></p> <p>Physical health and mental well-being</p> <ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is 	<p>internet</p> <p>Money and work</p> <ul style="list-style-type: none"> • I can tell you why money is important in people's lives • I can explain what 'value for money' means • I can tell you some of the ways companies encourage people to buy things • I can explain what a 'critical customer' is • I can tell you how having money or not having money can affect well-being and health • I can tell you how people can get into trouble with money – debt, gambling etc. • I can tell you who I would talk if I was worried about money <p><u>Health & Well-Being</u></p> <p>Physical health and mental well-being</p> <ul style="list-style-type: none"> • I can tell you why mental health is important • I understand that anyone can be affected by mental health issues but they can be helped with support • I can explain why bullying might affect mental health • I can suggest some ways to positively manage my feelings • I can explain what conflicting emotions means • I can you who I would ask for health with mental well-being both in school and out • I can explain who big emotional events like death can affect mental well being • I understand what grief and loss mean in relation to death • I am beginning to understand that grief is a process and it takes time 	
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	<p>available</p> <ul style="list-style-type: none"> • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online <p>Growing and changing</p> <ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<ul style="list-style-type: none"> • I can tell you who I can ask for help if I am worried about grief or loss • I can explain why too much time online is not good for my mental well-being • I can tell you some good habits I can do to help balance the time I spend online • I can tell you who I can talk if I am worried about something I have seen online <p>Growing and changing</p> <ul style="list-style-type: none"> • I can explain some of the changes that happen as I grow up • I can explain what being more independent means and how it affects me • I can talk about my transition to high school and the changes that will happen • I can tell you some things I can do to support my transition to high school • I understand about conception and how it links to relationships • I understand what sexual intercourse is and how it is part of a consensual relationship • I understand how conception occurs and how it can be prevented with contraception • I can tell you about some of the responsibilities of being a parent 	
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	<p>Keeping safe</p> <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	<p>Keeping safe</p> <ul style="list-style-type: none"> • I can you how I can keep my personal information safe online • I can tell you some of the problems that occur if my personal information is shared • I can tell you some strategies I use if someone requests my personal information online • I can tell you they type of images that are Ok to share online and those which are not ok. • I can explain how images can be shared even if I only send it to one person. I understand the problems this could cause. • I can tell you some strategies I could use if I see images that are not appropriate • I can tell you how I would report inappropriate images that I might see online • I can identify the different age ratings for films, games etc. • I can explain why age restrictions are important. • I can tell you some of the side effects of taking drugs • I can explain the law relating to drugs • I am beginning to understand why people take drugs including cigarettes, alcohol and illegal substances • I can tell you how I could get support if I was worried about drugs 	
Computing	<p>Computer Science</p> <ul style="list-style-type: none"> • To know how to design and write a more complex program that accomplishes a specific goal. • To know what functions are and how they can be created and labelled. • To know how buttons are used in work. • To know how to code a text adventure. <p>Information Technology</p>	<p>Computer Science</p> <ul style="list-style-type: none"> • Plan a program before coding to anticipate the variables that will be required to achieve the desired effect. • Follow through plans to create the program. • Debug when things do not run as expected. • Move code from one tab to another. • Explain how they organised code in a program into functions to make it easier to read. • Include buttons that launch other programs, including their own. 	external

	<ul style="list-style-type: none"> To know how to create and use spreadsheets. To know the purpose, audience and features of writing blogs. To know that blogs need to be updated regularly to maintain the audience's interest and engagement. To know how to create quizzes, considering the audience and the type of questions that are best suited. <p>Digital Literacy</p> <ul style="list-style-type: none"> To have a good understanding of the various areas of online safety that they have studied throughout school. To know the safety aspects of blogging. Demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. To know the difference between the World Wide Web and the Internet. 	<ul style="list-style-type: none"> Include buttons that launch windows to external websites. Adapt an existing text adventure to make it unique to my requirements. Describe what a text adventure is. Map out a story-based text adventure. Record their ideas. Split their adventure-game design into appropriate sections to facilitate coding it. Code, test and debug the sections. <p>Use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</p> <p>Information Technology</p> <ul style="list-style-type: none"> Create a spreadsheet to answer a mathematical question relating to probability. Use copy and paste shortcuts. Problem solve using the count tool. Use the formula wizard to create formulae. Make practical use of a spreadsheet to help plan actions. Understand how a blog can be used as an informative text. Understand the key features of a blog. Create a blog with a specific purpose. Post comments and blog posts to an existing class blog. Assess the effectiveness and impact of a blog. Create a picture-based quiz. Consider the audience's ability level and interests when setting the quiz. Share their quiz and respond to feedback. <p>Give and respond to feedback.</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> Apply their computing skills and knowledge to plan a game to teach online safety rules. Create a blog safely. Research and find out about the age of the internet. Think about what the future might hold. Find out what a LAN and a WAN are. <p>Find out how we access the internet in school.</p>	
R.E	<p><u>Christianity</u></p> <ul style="list-style-type: none"> To understand about the 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. To understand why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. To understand what the Old Testament prophecies 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. Identify ways in which Christians believe the Old Testament 	<p>As in previous year and</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> prophecies <p><u>Islam</u></p>

	<p>are.</p> <ul style="list-style-type: none"> To know the ways that Christians believe God is with them. <p><u>Islam</u></p> <ul style="list-style-type: none"> To understand that Muslims believe the Prophets who came before Muhammad (pbuh). To understand how Muslims believe that Muhammad (pbuh) is the last and final prophet. Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. To understand ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. To know what the Qur'an is. To understand how the main features of a mosque explain Muslim key beliefs <p><u>Hinduism</u></p> <ul style="list-style-type: none"> To know the key Hindu symbols and their meaning, e.g. Aum, Swastika. To understand the Hindu ways of understanding family with other religious/non-religious views about family. To understand the meaning of 'Karma and how actions have consequences'. <p><u>Cross Religious / Non-Religious Viewpoints</u></p> <ul style="list-style-type: none"> To know the key Christian, Hindu and Muslim beliefs about God and be able to make links between them. To understand some of the reasons why people believe and don't believe in God. To understand Christians/Hindu/Muslim pilgrimages. To understand what can motivate people of a religious faith (e.g. Christian, Hindu and Muslim) and non-religious belief to work together to impact UK society & the wider world through environmental and global charities, e.g. Islamic Aid, Christian Aid. To understand how to gather, select, organise or 	<p>prophecies speak about Jesus.</p> <ul style="list-style-type: none"> Identify ways that Christians believe God is with them: prayer; worship; peace in hard times. <p><u>Islam</u></p> <ul style="list-style-type: none"> Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet. Explain that Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque. Explain why the Qur'an is so important to Muslims. Analyse how the main features of a mosque explain Muslim key beliefs. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> Identify key Hindu symbols and explain their meaning, e.g. Aum, Swastika. Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family Explain the Hindu idea of 'Karma and how actions have consequences'. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. <p><u>Cross Religious / Non-Religious Viewpoints</u></p> <ul style="list-style-type: none"> Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe 	<ul style="list-style-type: none"> Devotion <p><u>Hinduism</u></p> <ul style="list-style-type: none"> Consequences <p><u>Cross Religious / Non-Religious Viewpoints</u></p> <ul style="list-style-type: none"> Pilgrimage
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	<p>refine questions and ideas about religion/non-religious viewpoints.</p> <ul style="list-style-type: none"> Understand the lines of enquiry to enable investigation into religious/non-religious viewpoints. 	<p>in God.</p> <ul style="list-style-type: none"> Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. Compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities, eg Islamic Aid, Christian Aid. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. 	
<u>Art & Design</u>		<p>-To add collage to a painted, drawn or printed background.</p> <p>-To create and arrange accurate patterns.</p> <p>-To refine different techniques, colours and textures when designing and making pieces of work.</p>	refine texture
Collage			
Printing	-To know what Hapa-Zome is.	<p>-To create a piece of printing using the technique of Hapa-Zome.</p> <p>-To create patterns.</p> <p>-To start to overlay prints with other media.</p>	Hammering media
Sculpture	-To know how to manipulate wire safely to create a model.	<p>-To plan and design a sculpture.</p> <p>-To develop cutting and joining skills using wire.</p> <p>-To experiment with making models using wires.</p> <p>-To secure work to continue at a later date.</p> <p>-To solve problems as they occur.</p>	secure manipulate
Study great artists, craft makers, architects and designers	<p>-To know about the work of a famous, notable artist or designer</p> <p>Annabelle Wanjiku – Collage</p> <p>India Flint – printing</p> <p>Alexander Calder - sculpture</p>	<p>-To describe the work of a famous, notable artist or designer</p> <p>Annabelle Wanjiku – Collage</p> <p>India Flint – printing</p> <p>Alexander Calder - sculpture</p> <p>-To give detailed observations about notable artists', artisans' and designers' work.</p> <p>-To discuss why the artist might have used certain media or technique.</p> <p>-To study an artist and show how their work was influential in both society and to other artists.</p>	technique influential society
MFL	<p>To know language to hold a conversation about visiting a town</p> <p>To know language to hold a conversation to know how to order in a variety of different shops</p> <p>To know language to hold a conversation about daily routines</p> <p>To know language to hold a conversation about France as a country</p>	<p><u>Speaking</u></p> <p>Hold a simple conversation with at least 4 exchanges</p> <p>Use knowledge of grammar to speak accurately</p> <p><u>Reading</u></p> <p>Explain the main points in a short passage</p> <p>Understand a short story or factual text and note the main points</p> <p>Begin to use the context to work out unfamiliar words</p> <p><u>Writing</u></p> <p>Write a paragraph of 4 or 5 sentences about a subject</p>	

		<p>Qui habite où ? [Who Lives Where?]</p> <p>Je [I]</p> <p>Tu [you]</p> <p>Où est ____ ? [Where Is ____?]</p> <p>Dans la salle à manger, il y a...</p> <p>[In the Dining Room, There Is a...]</p> <p>Je voudrais un [I would like a]</p> <p>Je voudrais une [I would like a]</p> <p><i>Les Magasins</i> [shops]</p> <p>La boulangerie est à côté de la pâtisserie.[The bakery is next to the pastry shop]</p> <p>C'est combien ? [How much is it?]</p> <p>Je voudrais un [I would like a]</p> <p>Les voisins [neighbours]</p> <p>La France est un voisin du Luxembourg [France is a neighbour to Luxembourg]</p> <p>Du, de, la, de l [of, the]</p> <p>Les distances [distance]</p> <p>380 trois-cent-quatre-vingts [three hundred and eighty]</p> <p>Quelle est la distance entre ... et ...? [What is the distance between____and_____]</p> <p>C'est ... kilomètres. [It is ____kilometres]</p> <p>Le nord [north]</p> <p>Le sud [south]</p> <p>L'est [east]</p> <p>L'ouest [west]</p> <p>Le nord-ouest [north, west]</p> <p>la tour Eiffel [Eiffel tower]</p> <p>le Louvre [The Louvre]</p> <p>l'avenue des Champs-Élysées</p>	
Outdoor Learning	<p>Shelter and Art</p> <p>To know how to use tarps for different types of shelter.</p> <p>To know how to use a hammock.</p> <p>To know how to make a mud hut.</p> <p>Fire and Drama/Music</p> <p>To understand how to make fire using friction</p> <p>Water and Nature</p> <p>To know how to make a bow drill</p> <p>To know how to create charcoal pencils</p>	<p>Shelter and Art</p> <p>To use advanced tarpology</p> <p>To use hammocks</p> <p>To begin to make mud huts</p> <p>Fire and Drama/Music</p> <p>To use a <u>bow drill</u></p> <p>To create charcoal pencils</p> <p>To create a story through drama</p> <p>Water and Nature</p> <p>To identify certain animals</p> <p>To identify certain birds - Blackbird</p>	Tarpology

		Hummingbird Robin Pigeon Blackbird Goldfinch	
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