

Half Termly Planning

Year 5 – Spring 1 2022 - 2023



The Vikings & Anglo-Saxons

Value		Respect		
No Outsiders		How to heal a broken wing – to recognise when someone needs help		
Educational Visits and Enrichment Experiences		Jorvik Centre		
Subject	Beeston Residential	National Curriculum Objective	Knowledge	Skills
English	1 2 3 Action story	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors 	<p>Fantasy story – action narrative</p> <p>To use an opening and resolution to shape the story.</p> <p>To consider structural features of narrative are included e.g. repetition for effect</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>To consider the sequence of plot may be disrupted for effect e.g. flashback.</p> <p>To remember to use paragraphs varied in length and structure.</p> <p>Emotive language used throughout to engage the reader.</p> <p>To know how to effectively plan a narrative.</p> <p>To know how to effectively describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action within writing.</p>	<p>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To note and develop ideas, drawing on reading and research where necessary</p> <p>Writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>To apply grammar and punctuation to writing.</p> <p>To include active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>To use formal and technical language used throughout to engage the reader.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>To proof-read for spelling and punctuation errors and redraft where appropriate.</p> <p>To use a thesaurus.</p>
	4 5 Discussion	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or 	<p>Discussion</p> <p>To know the key features of a discussion text.</p> <p>Developed introduction and conclusion using all the layout features.</p> <p>To know the difference between</p>	<p>Sentence length varied e.g short and long.</p> <p>Active and passive voice used deliberately to heighten engagement. Eg the café chairs were broken.</p>

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		<p>seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précisising longer passages - using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors 	<p>for and against arguments. To organise paragraphs into for and against.</p> <p>To know ow to write in third person consistently and when to swap to first person.</p> <p>To use casual conjunctions.</p> <p>To use adverbials.</p> <p>To use modal verbs.</p> <p>To use a thesaurus to improve formal vocabulary.</p> <p>Paragraphs developed with prioritised information.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Wide range of subordinate conjunctions eg whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. Eg because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Locate and identify noun phrases.</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Change tense according to the features of the genre.</p>
	6 Narrative poetry	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform, showing</p> <p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Narrative Poems – The Highway man</p> <p>Understand what a narrative poem is and how it differs from others.</p> <p>Read and interpret a narrative poem.</p> <p>Make comparisons between the Highway man and the Highway rat.</p>	<p>Identify and apply rhyming couplets</p> <p>Apply new learnt vocabulary</p> <p>Explain the effect that repetition has and use within their own poetry writing.</p> <p>Convert the main story plot into a narrative poem.</p>
SPaG / Phonics	1	Y5 National Curriculum Spellings Punctuating bullet points consistently	Spellings: Vegetable, twelfth, system, sacrifice, queue, especially, environment, community, category, awkward	Application of learnt spelling and grammar rules into independent writing.
	2	Ed endings	Appeared, stopped, worried, tried, hoped, hopped, happened, frightened, backed, aquired	
	3	Words ending in '-ably' and '-ibly' recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Spellings: Incredibly, sensibly, reliably, respectably, enviably, possibly, flexibility, miserably, enjoyably, impossibly	
	4	Homophones Using semi-colons between clauses	Spellings: Steel, steal, alter, altar, led, lead, bridle, bridal, allowed, aloud	
	5	Y5 National Curriculum Spellings	Spellings: recommend, equip, interrupt, leisure, privilege, muscle, frequently, foreign,	
	6	Using dashes and commas for parenthesis		



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			rhyme, develop.	
	7	Rare GPC's	Spellings: Bruise, guarantee, vehicle, yacht, immediately, language, eight, young, building, ceiling	
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute</p>	<ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text 	

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		<p>to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>		
Maths	1 2 3	<p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>Multiply 4 digits by 1 digits</p> <p>Multiply 2 digits (area sample)</p> <p>Multiply 2 digits by 2 digits</p> <p>Multiply 3 digits by 2 digits</p> <p>Multiply 4 digits by 2 digits</p> <p>Divide 4 digits by 1 digits</p> <p>Divide with remainders</p>	<p>Use formal written methods for multiplying by a one and two-digit number.</p> <p>Use concrete manipulatives to represent a 4digit number multiplied by a 1 digit number. Use base 10 to represent the area model of multiplication, to see the size and scale linked to multiplying.</p> <p>Represent multiplication with place value counters and then numbers.</p> <p>Understand each step of the formal multiplication method. Use multiplication to find area and solve multi-step problems.</p> <p>Understand the short division method to divide 4-digit numbers by a 1-digit number.</p> <p>Use place value counters to partition and then group their number in their understanding of the short division method.</p>
	4 5	<p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>	<p>Fractions 3</p> <p>Multiply unit fractions by an integer.</p> <p>Multiply non-unit fractions by an integer.</p> <p>Multiply mixed numbers by integers.</p> <p>Fraction of an amount</p> <p>Finding the whole</p> <p>Using fractions as operators</p>	<p>multiplying unit fractions by an integer. Make links to multiplication as repeated addition.</p> <p>Use bar models and number lines to support calculations.</p> <p>Be able to convert improper fractions to mixed numbers and could use number lines or other representations to help.</p> <p>Discuss the efficiency of a range of methods.</p> <p>Use concrete and pictorial representations to support learning. Use real-life objects or counters and share them into equal</p>

				<p>groups.</p> <p>Identify the relationship between dividing by the denominator and multiplying by the numerator.</p> <p>Use bar models to help to show links between finding unit fractions of amounts and non-unit fractions of amounts. Use times-table facts, then move on to solve calculations that go beyond these.</p>
	6	<p>Round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places</p> <p>Read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p>Decimals and percentages</p> <p>Write decimals up to 2 decimal places – less than 1</p> <p>Write decimals up to 2 decimal places – greater than 1</p> <p>Equivalent fractions and decimals – tenths</p> <p>Equivalent fractions and decimals – hundredths</p> <p>Equivalent fractions and decimals</p>	<p>Use place value counters and a place value grid to make numbers up to two decimal places. Read and write decimal numbers and understand the value of each digit.</p> <p>Show understanding by partitioning decimal numbers in different ways.</p> <p>Use concrete and pictorial representations of fractions to convert into a decimal to make links between fractions and decimals.</p>
Science	1-6	<p>Pupils should be taught to: - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>- describe the life process of reproduction in some plants and animals.</p>	<p>To describe the life processes of reproduction in some plants and animals by exploring sexual reproduction in plants. To name, locate and describe the functions of the main parts of plants, including those involved in reproduction.</p>	<p>Can present their understanding of the life cycle of a range of animals in different ways e.g. drama, pictorially, chronological reports, creating a game</p> <p>Can explain how a range of plants reproduce asexually by taking plant cuttings.</p>
			<p>To describe the life process of reproduction in some plants and animals.</p>	<p>Can discuss and explain the differences in sexual and asexual reproduction in plants and sexual reproduction in animals.</p>
			<p>To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.</p>	<p>Can identify patterns in life cycles</p> <p>Can compare two or more animal life cycles studied such as a platypus, kangaroo and rabbit.</p>
			<p>Metamorphosis: To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.</p>	<p>Explain metamorphosis and give examples.</p> <p>Be able to describe similarities and differences between the life cycles of</p>

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				amphibians and insects.
			To research and understand the work of environmentalists such as David Attenborough and Jane Goodall.	To be able to describe the work of Jane Goodall. Explain why chimpanzees are endangered.
			To compare and describe the differences of the life cycles of a mammal, a reptile, an insect and a bird.	Describe the similarities and differences between different plant and animal life cycles. Use a Venn diagram to make comparisons.
RE	1	Free choice – Diversity Unit	To appreciate diversity of life in the UK.	I can discuss issues about community cohesion and demonstrate understanding of different views. I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities. I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles. I can develop insight and start to analyse the impact of diversity within a community.
	2		To discuss religious diversity in the UK. To challenge their own perceptions. To compare individual identities and know what to do about discrimination.	
	3		To discuss how stereotyping can lead to discrimination. To tell me about how a birth is celebrated in a range of religious traditions. To explain views you agree or disagree with.	
	4		To explain traditions within your own family environment. To explain cultural traditions and how this is different to religious traditions.	
	5		To tell me about The Golden Rule and whether you think all people should follow it. To share and explain about the values which you hold. To explain religious diversity within the community which you live. To explore similarities and differences between religions using technical vocabulary.	

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	6		<p>To explain how to find local places of worship and explain what happens there using prior knowledge.</p> <p>To explain for and against arguments for celebrating diversity.</p>	
PE	1		<p>Football Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>Health related exercise explore and understand cardio fitness <ul style="list-style-type: none"> • Explore and understand flexibility fitness • Explore and understand strength fitness </p>	<p>Football</p> <p>Refine dribbling and passing to maintain possession Introduce and develop defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce officiating</p> <p>Health related exercise</p> <p>Develop a secure understanding of cardio fitness. Develop a secure understanding of flexibility fitness. Develop a secure understand</p>
	2			
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Geography and History	1	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>To know when the Vikings invaded Britain including Scotland To know why the Vikings invaded Britain including Scotland To recall ways of life in Vikings times To explain why Vikings explored many parts of the world To explain why Vikings chose to raid monasteries To know that the Vikings were Pagans and what this means To recall the main Viking gods To know where the Vikings finally settled in England</p>	<p>Recall and sequence key events of time studied Use relevant terms and period Labels Make comparisons between different times in the past Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period</p>
	2			
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Art and Design (1 full afternoon fortnightly)	2	<p>Artist – Alvaro Suarez Vertiz</p> <p>Pupils should be taught:</p>	<p>To know who Alvaro Suarez Vertiz is and the type of art he produced. To name a range of artists To name types of art the artists</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and</p>
	4			
	6			

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		<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>have created</p> <p>To know that artwork generates feelings</p> <p>To demonstrate a secure knowledge about primary, secondary, warm and cold, complimentary and contrasting colours.</p> <p>To know how to create shades and tint using black and white.</p> <p>To have an awareness of how working on preliminary studies to test media and materials can influence their final piece of artwork.</p>	<p>contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>
Design Technology	Day 1	<p>Pupils should be taught to:</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>Designing a viking boat to float on water.</p> <p>Making and evaluating of the Viking boat.</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Evaluate a product against the original design specification using appropriate tests.</p> <p>Evaluate it personally and seek evaluation from other</p>
	Day 2	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To know the materials and components needed for a product, including construction materials, textiles, according to their functional properties and aesthetic qualities.</p>	<p>Draw up a specification for their design.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Measure and mark out accurately.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Evaluate a product against the original design specification using appropriate tests.</p>
PSHE	1 2 3 4 5 6	I Decision -Being Responsible	<p>Be able to describe caring and considerate behaviour</p> <p>Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.</p>	<p>Learn skills of how to speak out when someone is being unkind to us or others.</p>
Music	1 2	improvise and compose music for a range of purposes using the	Compose	Compose

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	<p>3</p> <p>4</p> <p>5</p> <p>6</p>	inter-related dimensions of music	<p>To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for your chosen instrument.</p> <p>To work in pairs to compose a short ternary pieces. To know how to use chords to compose music to evoke a specific atmosphere.</p> <p>To compose music for a silent film or book. To use graphic symbols, rhythm notation, time signatures, staff notation And technology to compose music.</p>	<p>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>• Working in pairs, compose a short ternary piece.</p> <p>• Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>• Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology.
Computing	1 - 6	<p>Pupils should be taught to:</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>To know why spreadsheets are used in 'real life.</p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of successful blog writing.</p> <p>To understand how to write a blog.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand the importance of regularly updating the content of a blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Make appropriate improvements to digital solutions based on feedback received.</p> <p>Review solutions from others.</p> <p>Create content and solutions using digital features within software such as collaborative mode.</p>
MFL	<p>1</p> <p>2</p> <p>3</p>	<p>- listen attentively to spoken language and show understanding by joining in and responding</p> <p>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and</p>	<p>To recap on language already learned</p> <p>To hear the French alphabet sounds</p> <p>To learn how to ask and tell</p>	<p>L: Pupils identify specific sounds, phonemes and words.</p> <p>Pupils express simple opinions</p> <p>Pupils recognise and apply</p>



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		<p>help*</p> <ul style="list-style-type: none"> - speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>how to spell something</p> <p>To consolidate alphabet sounds</p>	<p>simple agreements (e.g. gender, plural, singular).</p>
	4			
	5	<ul style="list-style-type: none"> - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	<p>To recap on vocabulary for colours and use “aimer” to say which colours we like/dislike</p>	<p>Pupils read and understand some of the main points from a short text.</p>
	6	<ul style="list-style-type: none"> - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language 	<p>To notice word order and adjectival agreements when describing coloured objects (masculine/feminine/plural) (sweets)</p>	<p>Pupils write words, phrases and a few sentences using a model.</p>
	7	<ul style="list-style-type: none"> - 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 	<p>To hear the story “Va-t'en, petit monstre vert”</p> <p>To read descriptions of made-up monsters and colour accordingly</p> <p>To design and describe our own monsters</p> <p>To consolidate work so far</p> <p>To hear the story “Rebellion Chez les Crayons”</p>	<p>Pupils can pick out some of the main points from short spoken passages.</p>
	Revision			