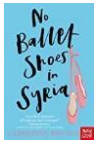
The Greville Primary School – Year 6 Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Reading**	 **Core Text** The Graveyard Book by Neil Gaiman Plus related non-fiction texts	 **Core Text** When the Sky Falls by Phil Earle Plus related non-fiction texts	 **Core Text** No Ballet Shoes in Syria by Catherine Bruton Plus related non-fiction texts	 **Core Text** Rooftoppers by Katherine Rundell Plus related non-fiction texts	 **Core Text** The Hobbit by J.R.R Tolkien Plus related non-fiction texts	 **Core Text** The Final Year by Matt Goodfellow Plus related non-fiction texts
	<u>Core skills taught across all texts.</u> ● make comparisons within and across texts ● draw inferences and support with relevant evidence ● summarise key points from texts ● identify how language structure etc contribute to meaning ● discuss use of language, including figurative language ● discuss and explain reading, providing reasoned justifications and views					
English **Writing Stimulus** **Writing Opportunities**	**Black Dog** - Sentence level and grammar focus - Setting description - Developing vocabulary for effect **The Graveyard Book – Neil Gaiman** - Developing characters - Developing settings - Extended and structured narrative	**When the Sky Falls – Phil Earle** - Describing emotions and character - Formal and Informal letter writing - Non-chronological report **World War One Poetry** - Poetic devices - Writing own poems	**Refugees: The Arrival – Shaun Tan,** - Narrative description - Journals/Diary entries - Writing to discuss - Persuasive writing **Alma** **Literacy Shed Clip** - Narrative retelling + invention - Police Report (formal language)	**Rooftoppers - Katherine Rundell + The Man who walked between the Towers** - Narrative – building tension -Biographical account **Macbeth – William Shakespeare** - News reel/report - Narrative from different perspectives	**The Hobbit – J.R.R. Tolkien** - Narrative including dialogue - Newspaper report - Adventure Narrative **The Tyger – William Blake** **Lost Words – Robert Macfarlane** - Poetic language - Writing Poetry	**The Final Year – Matt Goodfellow** - Narrative poetry - Author Study - Personal Writing Project **'Productions'** - Advertising - Persuasive writing - Writing reviews

Maths **White Rose Curriculum**	**Place Value** - Numbers to 10 million - Compare and order any numbers - Round any number - Negative numbers **Addition, Subtraction, Multiplication and Division** - Add and subtract any integer - Multiply up to a 4-digit number by a 2-digit number - Short division - Long division - Multi-step problems - Factors and Multiples - Primes to 100 - Squares and Cubes - Order of operations (BIDMAS) - Mental calculations and estimation	**Fractions** - Simplify fractions - Fractions on a number line - Compare and order fractions - Add and subtract fractions - Multiply fractions (by integers and by fractions) - Divide fractions by integers - Fractions with four operations - Fraction of an amount (including find the whole) **Measurement: Converting units** - Converting and calculating with metric measures - Imperial measures	**Ratio** - Using ratio language - Ratio and fractions - Calculating ratio - Using scale factors - Ratio and proportion problems **Algebra** - Find a rule - Forming expressions and equations - Substitution - Using formulae - Solving one- and two-step equations - Finding pairs of values **Decimals** - Numbers with three decimal places - Multiply and divide by 10, 100 and 1000 - Multiply and divide decimals by integers - Converting fractions and decimals	**Fractions, decimals and percentages** - Finding equivalent and ordering fractions, decimals and percentages - Percentage of an amount - Percentage missing values and problems - Consolidate knowledge and move between fractions, decimals and percentages **Measurement: Area, perimeter and volume** - Area and perimeter - Area of a triangle - Area of a parallelogram - Volume of a cuboid **Statistics** - Read and interpret line graphs - Draw line graphs and solve problems - Parts of circles - Read, interpret and draw pie charts - Understand and use the mean as an average	**Geometry: Shape** - Measure angles - Draw angles - Calculate angles: o Straight line o Around a point o Opposite angles - Angles in a triangle - Angles in quadrilaterals - Angles in regular polygons - Draw 2D shapes accurately - Nets of 3D Shapes **Geometry: Position and Direction** - Co-ordinates in all 4 quadrants - Translations - Reflections	**Consolidation and Problem Solving** - Following the statutory assessments, we revise key concepts from the year and apply them in new contexts. - This also involves larger 'projects', activities and investigations to challenge children's thinking.

Science **Kent**	**Living things and their habitats** - Describe how living things are classified into broad groups according to common observable characteristics (including microorganisms, plants and animals). - Give reasons for classifying on specific characteristics.	**Evolution and inheritance** - Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind but normally vary and are not identical to their parents. - Identify how animals and plants are adapted to their environment in different ways and adaptations lead to evolution.	**Light** - Recognise that light appears to travel in straight lines. - Explain that objects are seen because they give out or reflect light into the eye. - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. - Explain why shadows have the same shape as the object that casts them.	**Electricity** - Associate voltage of cells used within a circuit to the brightness of a lamp or volume of a buzzer. - Compare and give reasons for variations in how components of a circuit function. - Use and recognise symbols when representing a simple circuit diagram.	**Animals including humans** - Describe and name the main parts of the human circulatory system (describing their functions). - Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. - Describe the ways in which nutrients and water are transported within animals, including humans.	
PSHE **Jigsaw**	**Being Me** - My year ahead (identifying goals) - Being a global citizen 1 (universal rights for children) - Being a global citizen 2 (wants and needs in different communities) - The learning charter (rights/responsibilitie	**Celebrating Differences** - Am I normal? (perceptions) - Understanding differences (effect on someone's life) - Power struggles - Why bully? - Celebrating difference	**Dreams and Goals** - Personal learning goals - Steps to success (reaching goals) - My dream for the world - helping to make a difference (showing empathy) - Helping to make a difference (working	**Healthy Me** - Taking responsibility for my health and wellbeing - Drugs - Exploitation and gangs - Emotional and mental health - Managing stress and pressure	**Relationships** - Taking responsibility for my Health and Well-Being - Drugs - Exploitation - Gangs (avoiding being pressurised) - Emotional and mental health - Managing stress and pressure	**Changing Me** - My self-image (including body image) - Puberty (RSE non-statutory) - Babies: Conception to Birth (RSE non-statutory) - Boyfriends and girlfriends

	s link to rewards/consequences) - Our learning charter (behaviour impacts a group) - Owning our learning charter (democracy)	(appreciate people for who they are) - celebrating difference (showing empathy)	to make the world a better place) - Recognising achievements (praising and complimenting others)			- Real self and ideal self - The year ahead (transition to secondary school)
History **Kapow**		**Early Islamic Civilisation** - What was the role of Bagdad in early Islamic civilisation and why was it so important? - What was the house of wisdom and what made it an important centre of learning? - What significant discoveries were made by the early Islamic Civilisation? - What is a Caliphate and what was its purpose? - Why did the early Islamic Civilisation become such a major power and how did it do this?		**What can the census tell us about local areas?** - Identify the type of information the census gives about people - Use the census to make inferences about people from the past - Identify and describe the changes between periods of time using the census - Use other primary and secondary sources to verify the data in a census - Use a range of sources, including the census, to build an understanding of a period - Describe the changes in the 1921 census	**Who Should Go On A £10:00 Banknote?** - Explain the significance of people on banknotes. - Explore what makes a monarch historically significant. - Evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources. - Investigate why William Tuke is historically significant. - Research historically significant sporting figures. - Evaluate the significance of different historical figures by applying criteria.	

				- Plan a local history enquiry using the census		
Geography **Kapow**	**Why does population change?** - To understand the change and distribution of the global population. - To define birth and death rates and describe why they change. - To recognise the push and pull factors influencing migration. - To begin to understand the impact climate change can have on the global population. - To collect data showing how population impacts the amount of traffic and litter in an area. - To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		**Where does energy come from?** - To know why energy sources are important. - To understand the benefits and drawbacks of different energy sources. - To understand how energy is generated in the United States. - To know how energy sources are distributed in an area. - To explain reasons for choosing an energy source. - To collect and present data on where to position a solar panel on the school grounds.			**Can I carry out an independent fieldwork enquiry?** - To develop an enquiry question. - To determine the most effective data collection methods for fieldwork. - To plan a route for a fieldwork trip. - To collect the data to answer the enquiry question. - To determine an answer to the enquiry question. - To present my findings.

Computing **iLearn2 & ProjectEVOLVE**	**Programming in scratch** (7-9 lessons) - Program keyboard/touch screen inputs, selection (conditions), loops and random variables for unpredictability (operators). - Program inputs, selection, sensing, random variables, operators for direction and data variables for scoring. - Use inputs, selection, loops, sensing, costume changes and broadcasts. - Work with multiple sprites to send broadcast messages between them. **Online Safety** (1 lesson)	**Graphic design** (2-3 lessons) - Add, adjust and fill shapes. - Group shapes to improve accuracy and speed. - Add and customise gradient effects. - Adjust transparency/opacity for a purpose. - Use a colour picker correctly. - Accurately rotate shapes. **Computers past, present and future** (2-3 lessons) - Show awareness of how computers and digital technology helps us today. - Understand how technology has changed over time and represent it as an interactive timeline. - Understand the impact (positive/negative) technological changes have on society. - Predict how technology will	**Binary code** (1-2 lessons) - Understand why computers/electronics use binary. - Match a sequence of binary code to create digital art. - To convert binary code to denary numbers (decimal numbers) and visa versa. **Programming in python** (3 lessons) - Use the PRINT command for text. - Program a simple calculator in Python. - Program loops to repeat text. - Program interactive inputs. - Find errors in a program (debugging). - Program a trivia chatbot using 'send message' functions (challenge) **Online Safety** (1 lesson)	**Image editing** (3-4 lessons) - Adjust the colours, brightness and contrast to improve a photo. - Create a before and after slide in presentation software. - Take and crop a screenshot. - Add drawing and text layers. - Import new images as layers and resize them to fit. - Add colour elements to a black and white image using layers and eraser tools. **Programming in HTML** (3-4 lessons) - Add and align text and change colour - Program background colour. - Add and align images. - Add hyperlinks to other websites. - Add an iframe (such as a Google Map) and adjust the height and width.	**Virtual reality** (5 -8 lessons) - Add, move and resize objects in a virtual reality environment. - Animate objects for realism. - Use code blocks to add movement (with grouping) and interactions (conditions). - Create multiple scenes of VR environments. **Machine learning and A.I** (1-2 lessons) - Understand how computers use information to learn by solving new problems and following new instructions. - Understand and use examples of machine learning. - Understand how artificial intelligence is used to perform tasks often only performed by humans. - Discuss and show awareness of	**Web design** (5-8 lessons) - Create a static homepage. - Choose a suitable theme for your website. - Change the site identity to a suitable title, tagline and website icon. - Upload a suitable header and/or background image. - Adjust the website sidebar and add suitable widgets. - Add text and images to a page and edit them. - Add multiple pages and edit the navigation, including sub-menus. - Constructive feedback for your classmates' websites. **Data Detectives** (1+ hour) - Use comprehension skills to find clues that match the column headings of a spreadsheet.

		change in the future. **Online Safety** (1 lesson)		**Online Safety** (1 lesson)	potential dangers of AI. **Online Safety** (1 lesson)	- Use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues. **Online Safety** (1 lesson)
R.E.	**Judaism** What does it mean to be part of a synagogue community? - Key beliefs in Judaism are expressed in the shema, the first prayer in the Torah, which is also a mitzvot (commandment). - Most Jewish people believe the Torah is law, teaching and guidance and is the most important object in the synagogue. - What can be found in a synagogue or worn by Jewish people and how items link with key teachings from the Torah and/or to the past, - The synagogue (and the home) is a place	**Christianity** What do Christians believe about the Messiah and why is it good news? - That a prophecy is a message from God. - Most Christians believe that: - ancient prophecies in the Old Testament foretell the birth, life and death of Jesus. - Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah' - Jesus himself prophesied his death and resurrection. - How the words of Simeon relate to	**Buddhism** What is the Buddhist way of life? - The story of how Prince Siddhartha Gautama became Buddha. - 'Buddha' means 'awakened' or 'enlightened one'. - There is no supreme deity in Buddhism. - Most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating. - That there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon.	**Christianity** How is God three and yet one? - God is a Trinity - Father, Son and Holy Spirit. - God is Three – and yet One – and each is equal/ - Each Person of the Trinity has a distinct character and purpose, but is still part of the one God. - Understanding of God is unique to Christianity and is often referred to as a 'mystery'! - Symbols are sometimes used to express deep Christian beliefs about the Trinity. - Jesus the Son and God the Father are with Christians in the Person of the	**Christianity** What difference does it make to belong to God's kingdom? - Most Christians believe that: - They have a new, eternal life in Jesus, who calls them to live distinctively. - They have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world. - The Holy Spirit enables them in this way of living o God is at work in the world through	**Thematic** Who am I and where do I belong? - Someone's identity is part of who they are, and is unique to them. - Someone's identity may come from their personality, beliefs, education, background and/or experiences. - M most Christian, Jewish and Muslim people have words, festivals and customs which shape their identity, beliefs and communities. - Being a part of your school community has helped to prepare them for the move to secondary school. - What might have shaped and

	of learning, worship and gathering, including to show God praise and to give thanks. - Remembering events and people from the past (e.g. at Yom Kippur) is often commanded by God and helps to shape the identity of the Jewish community. - Most members of synagogue communities live in accordance with mitzvot in the Torah to show commitment to Tzedek (justice), Chessed (loving kindness) and Gemilut Chasadim (doing good deeds) and to strive for Tikun Olam.	prophecies about the Messiah. - What Jesus said about himself & how these relate to many Christians' beliefs about Jesus as the Messiah.	- That most Buddhists follow the Eightfold Path, which is the Middle Way (the 4 th of the Four Noble Truths). - The Eightfold Path is the means by which dukkha (suffering) can be ended. - That meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate. - That worship and meditation are different.	Holy Spirit and that this makes a difference to how many Christians live.	his Kingdom (i.e. them!). - Many Christians undertake a diverse range of actions in the world in response to new life. - These activities may take place at a personal level, a local level, a national level or a global level.	influenced their own thinking or beliefs.
Art **Access Art**		**2D Drawing to 3D Making** - Explore artists who use their drawing skills to make objects, share responses to the work, thinking	**Exploring Identity** - See how artists explore their identity by creating layered and constructed images. - Use curiosity to think about how to		**Brave Colour** - Explore the work of installation artists who use colour, light and form to create immersive environments. Imagine what it might be like to be	

		about intention and outcome. - Use a sketchbook to record and reflect, collecting ideas and approaches. - Use line, mark making, tonal values, colour, shape and composition to make work interesting. - Use negative space and the grid method to help see and draw. - Explore typography and design lettering which is fit for purpose. - Transform my drawing into a three-dimensional object. - Share work with others, and talk about intention and the outcome. - Listen to responses and take feedback on board. **Enquiry Question:** - How can we learn more about ourselves through	adapt techniques and processes, - Use a sketchbook to record, generate ideas, test, reflect and record. - Work digitally or physically to create a layered portrait to explore aspects of identity, thinking about line, shape, colour, texture and meaning. - Share work with my classmates, articulate feelings about the journey and outcome. Listen to feedback from classmates and respond. - Appreciate the work of classmates and reflect upon the differences and similarities of their work (and experience). - Take photographs of my artwork, thinking about lighting, focus and composition. **Enquiry Question**: - How can we learn more about		in those environments, and to share my thoughts with others. - Respond to a creative challenge or stimulus, research the area, and make a creative response. - Create a 3d model or 2d artwork which shares a vision with others. - Use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. - Take photos of artwork, thinking about focus, lighting and composition. - Present ideas and vision to others, articulate thoughts and listen to the response of classmates, taking on board their feedback. **Enquiry Question:**	

		making art? How do we bring our own experience to the art we make?	ourselves through making art? How do we bring our own experience to the art we make?		- How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way?	
Design Technology **Projects on a Page**	**Frame Structures** - Investigate and evaluate a range of existing frame structures. - Research key events and individuals relevant to frame structures. - Understand how to strengthen, stiffen and reinforce 3-D frameworks. - Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate.			**Celebrating Culture and Seasonality (Pies)** - Generate innovative ideas through research to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Make, decorate and present the food product appropriately for the intended user and purpose. - Carry out sensory evaluations of a range of relevant products and ingredients. - Evaluate the final product with reference back to the		**Pulleys and gears (Fairground Rides)** - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

				design brief and design specification, taking into account the views of others when identifying improvements. - Understand the origin of food products and how they are processed. - Create shell structures for packaging of products.		- Understand and use electrical systems in their products. - Apply their understanding of computing to program, monitor and control their products. - Understand that mechanical and electrical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
Games **Get Set 4 PE**	**Class Rotation**		**Class Rotation**		**Class Rotation**	
	Invasion- Football - Maintain possession when dribbling. - Dribble with control under pressure. - Select the appropriate skill, choosing when to pass and when to dribble. - Move into and create space to support a teammate.	**Invasion- Netball** - Develop passing and moving to maintain possession. - Use a variety of attacking skills to lose a defender. - Move into and create space to support a teammate. - Use defending skills to gain possession.	**Invasion- Hockey** - Develop dribbling to beat a defender. - Send and receive the ball with control under pressure. - Select the appropriate skill, choosing when to pass and when to dribble. - Move into and create space to support a teammate.	**OAA- Outdoor Adventurous Activity** - Build communication and trust whilst showing an awareness of safety. - Collaborate as a team to solve problems. - Develop tactical planning and problem solving. - Work as a team and use critical thinking	**Strike and field- Rounders** - Develop throwing and catching under pressure and apply these to a striking and fielding game. - Develop bowling under pressure whilst abiding by the rules of the game. - Strike a bowled ball with increasing consistency.	**Strike and field- Cricket** - Develop throwing and catching under pressure and apply these to a striking and fielding game. - Develop bowling under pressure whilst abiding by the rules of the game. - Strike a bowled ball with increasing consistency.

	- Use the appropriate defensive technique for the situation. - Apply rules, skills and principles to play in a tournament.	- Develop accuracy in the shooting action under pressure. - Use and apply skills, principles and tactics to a game situation.	- Use the appropriate defensive technique for the situation. - Apply rules, skills and principles to play in a tournament.	to determine the best approach. - Develop navigational skills and map reading. - Use a key to identify objects and locations.	- Develop fielding techniques and select the appropriate action for the situation. - Apply skills and knowledge to compete in a tournament.	- Develop fielding techniques and select the appropriate action for the situation. - Understand and apply tactics in a game. - Apply skills and knowledge to compete in a tournament. - Work collaboratively to create tactics within a team and evaluate the effectiveness of these.
PE **Get Set 4 PE**	**Gymnastics** - Perform gymnastics rolls and cartwheels. - Balance and perform more complex jumps. - Perform acrobatic balances in pairs and trios. - Work as a group to perform a sequence using acrobatic balances with each other. - Travel and apply their gymnastics skills to the large apparatus.	**Indoor Athletics** - Adapt a different running style to improve efficiency. - Use a kickboard effectively. - Develop power, control and technique when throwing for distance. - Develop power, control and technique for the vertical jump. - Develop power, control and technique for the speed bounce.	**Net - Badminton** - Change direction with a fluent action and can transition smoothly between varying speeds. - Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. - Receive a shuttlecock with consideration to the next move. - Effectively create and use space for self and others to outwit an opponent.	**Tennis** - Develop placement of the ball using a forehand. - Return the ball using a backhand groundstroke. - Develop the volley and understand when to use it. - Employ tactics when playing with a partner. - Develop accuracy and consistency using the underarm serve.	**Athletics (Track)** - Develop my own and others sprinting technique. - Identify a suitable pace for the event. - Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. - Demonstrate a controlled running technique using the appropriate speed over longer distances	**Athletics (Field)** - Develop power, control and technique for the triple jump. - Develop power, control and technique when throwing for distance. - Show accuracy and good technique when throwing for distance. - Develop throwing with force and accuracy for longer distances.

		- Develop power, control and technique for the triple jump. - Develop power, control and technique for the standing long jump.	- Strike a ball using a wider range of skills to outwit an opponent.	- apply rules, skills and principles to play against an opponent.	or for longer periods of time. - Change direction with a fluent action and can transition smoothly between varying speeds. - Can co-ordinate a range of body parts with a fluent action at a speed.	- Work collaboratively in a team to develop the officiating skills of measuring, timing and recording
Music	**The keyboard and me** - Class singing games, bringing musical skills together, with increased control and expression. - On keyboard, learn to identify C and clear expectations about using the instrument (or their own). - Learn 5 finger tunes, initially reading the number in height positions with the rhythm, then using traditional notation. - Support each other in pairs with learning tunes fluently. - Time to practise and improve dexterity before performing to class.	**Creating their own melody** - Learn a new singing game and try to play it on keyboard /own instrument through aural memory initially. - Start creating your own 5 finger tune (or beyond where skills allow). - Notate your tune with numbers and traditional rhythmic notation, and traditional stave where able. - Given time to refine ideas. - Develop your tune to have a contrasting section too (ABA) ternary form. - Listen to other melodies to identify	**Musical patterns together** - Listen to lots of different pieces with drones and ostinato. - Play musical game with different parts as a class. - Learn different parts of James Bond (drone/ ostinato/chords/ melody) depending on skills developing (section A and B) then putting together with others in class and small group. - In a small group create own drone, repeated pattern(s) and melody. - Time given to improvise ideas, compose, refine and	**Blues music** - Explore where Blues music comes from. - Develop rhythmic and then melodic improvisation using the blues scale. - Develop idea of call and response with partner and with blues backing. - Learn the Blues chords and the order and either play one, two or all chords at the right time with swing rhythmic backing. - Add bass riff where appropriate. - Understand the structure of the lyrics and create own Blues song.	**Show songs** - Learn the lyrics and melody (and harmony) off by heart. - Learn the actions and dance moves where needed. - Perform with an awareness of others, with voices blending together. - Have character and musical interest (dynamics) in their voices. - Where there are solos, to be confident alone or supportive as backing singers.	**Memories/Film Music** - Identify the impact of music in various situations. - Understand how sound effects help establish mood, in addition to music. - Use detailed musical vocabulary to express their thoughts. - Create own sound effects. - Watch silent movie and decide how well different pieces of music enhance the story. - Use a different silent movie or create own scene/ mood to create own music using all skills developed to date, considering melody.

		moods and how they are achieved.	then perform to the class.	- Put all the parts together in a small group.		- Sing with accuracy, fluency, control and expression (and passion) final Year 6 song!
Languages **French** **Language Angels**	**At school** - Repeat and recognise the vocabulary for school subjects. - Say what subjects they like and dislike at school. - Say why they like/ dislike certain school subjects. - Tell the time (on the hour) in French. - Say what time they study certain subjects at school.	**The weekend** - Ask what the time is in French. - Tell the time accurately in French. - Learn how to say what they do at the weekend in French. - Learn to integrate connectives into their work. - Present an account of what they do and at what time at the weekend.	**Healthy lifestyle** - Name and recognise ten foods and drinks that are considered good for your health. - Name and recognise ten foods and drinks that are considered bad for your health. - Say what activities they do to keep in shape during the week. - Say in general what they do to keep a healthy life-style. - Learn to make a healthy recipe in French.	**At the tearoom** - Recognise, recall and spell up to 20 snacks and drinks and know their article / determiner - Understand how to make nouns plural in French - Use previously learned vocabulary in order to extend role play (greetings, conjunction, transactional vocabulary) -	**Me in the world** - About the many countries in the Francophone world. - About different festivals (religious and non-religious) around the world. - That we are different and yet all the same. - That we can all help to protect our planet. - How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country.	**Around Town** - Recall 10 key places in a town in French with their respective definite articles/determiners. - Follow 5 different directional instructions in French. - Ask where a place is in French and respond with a description of relative distance (nearby/far away) in French. - Use prepositions to give the precise location of a key place around town in relation to another in French. - Use transactional language to facilitate a dialogue with a partner about where places are in a town in French.