



Key Question Week 1: Who were the Ancient Greeks?

Key Text for Linked Learning: Information Text: How to make Tzatziki

Linked Learning: English, History, Art, DT

English: Children will analyse a series of instructional texts and identify key structural language and presentational features in this text-type. They will use their understanding to write their own instructions on how to make tzatziki, identifying the audience for and purpose of their writing. They will use simple devices to structure their writing and support the reader. In History, children will begin to learn about the Ancient Greek civilization. They will begin to understand the different periods of this civilisation (Dark Ages, Archaic, Classical and Hellenistic Periods), and place this on a timeline accurately alongside civilisations they have previously studied. In Art, children will study examples of pottery design from the different periods of Ancient Greek civilisation, assessing visual information included in the artefacts, commenting on the historical, social and cultural context. In DT, they will follow instructions to make their own Tzatziki, following procedures for safety and hygiene, and will critically evaluate the quality of the product they have made. In DT, they will follow the instructions to make their own Tzatziki, following procedures for safety and hygiene.

Maths: This week, children will explore the place value of each digit in 5-digit numbers. Children will practice reading and writing 5-digit numbers, explore how a number changes when they add or subtract 1s, 10s, 100s, 1 000s, 10 000s and apply this understanding to solve problems. They then place 5-digit numbers on a number line and compare them. Towards the end of the week children will work on rounding numbers to the nearest 10, 100 or 1 000 using a number line and find the nearest multiples of 10, 100 or 1 000 to a 5 digit number, in a problem-solving investigation.

Science: Rising Stars quiz – SPACE. Children will then take part in research to find out as many facts as possible about our Solar System. They will record the location of the 8 planets in our Solar system, relative to each other and to the sun, and add interesting facts to their notes wherever possible. At the end of the lesson, children will write scientific enquiry questions that they have found answers for (e.g. Why are some of the planets in our solar system described as gaseous?) as well as recording questions they would like to find answers to during this topic (e.g. How do we know that the earth is spherical?)

History: See above

Geography: Children will answer quiz-style questions to revise what they know or remember about features of a world map, including locating and naming Britain and Europe (e.g. names of continents, countries, cities, oceans, seas, rivers, the equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn). The children will be then discuss and mind-map everything they know about Greece (both physical and human landmarks and characteristics) in preparation for their learning in Geography this term.

Computing: Children will be introduced to Google SketchUp. They will begin to experiment with some tools of the program, including: dimensions toolbar, guides, tape measure, zoom extents and the 3D warehouse.

Music: Children will appreciate high quality recorded music - using 'Mars-The Planet Suite' by Gustav Holst.

Art: See above

Design Technology: See above

PDW / R.E: Children will consider some of the ways people might respond to the way they feel at the start of Year 5 – and compare that with how they might respond to the same feelings (including excitement, curiosity, nervous, worry, fear), so they recognise when their peers may need their understanding and empathy.

P.E: Children will begin to develop an understanding of how to throw balls at a target to develop the accuracy and precision of their throw, considering the angle and force required, and how to adjust these, to hit the target. They will then apply this in a game of Dodgeball.

MFL: Children will revise their knowledge of Year 3 and 4 French vocabulary and the 23 French phonemes, with their corresponding graphemes, practising reading and saying them aloud.

Mini Quiz: This week we will be taking a whole class spaced retrieval quiz, which will cover topics learnt last year and in previous years.



Key Question Week 2: How can we describe the planets in our Solar System?

Key Text for Linked Learning: Usborne-Greek Myths and legends

Linked Learning: Science, English, Computing

In Literacy, the children will be exploring a range of Greek Myths. They will read the story of Epimetheus and Prometheus and use skimming and scanning skills to retrieve key facts about the Ancient Greek Creation story. Children will then read Perseus and Medusa, using prediction skills to suggest what might happen next throughout the text. They will also discuss why characters might act in a specific way, using inference skills to support their ideas, based on evidence stated or implied within the text. They also consider how the author uses language to create an impact on the reader and comment on common features of the genre. In Science, children will be creating a scaled solar system model using spherical representations (fruits and other objects). They will research and collate planetary data online and represent it graphically, using ratios to make the scale model, calculating and measuring distances using a scaled system. In Computing, children will use EXCEL or Word to present the information they have found about the planets in our Solar System.

Maths: Children will practice using place value to write 6 –digit numbers in words. They will compare and use place value to subtract from 6-digit numbers, later using place value knowledge to add or subtract 1, 10, 100, 1 000, 10 000 or 100 000 from 6-digit numbers, crossing place value boundaries. They will place 6-digit numbers on a blank number line and round them to the nearest multiple of 100, 1 000, 10 000 or 100 000. At the end of the week, children will develop their understanding of place value in 6-digit numbers further, by adding and subtracting multiples of 1, 10, 100, 1 000, 10 000, 100 000. They will also place 6-digit numbers on number lines and rounding to the nearest 10, 100, 1 000 10 000 or 100 000, before using the inequality sign to compare the largest and smallest numbers.

Science: See above

History: Children will look at the pottery of the Ancient Greek people in more detail this week - to understand the four key periods (The Dark Ages (Minoan, Mycenaean and Dorian Civilisations), The Archaic Period, The Classical Period, The Hellenistic Period). They will focus on the Dark Ages – developing an understanding of the Minoan Civilisation. They will use pottery (secondary sources of information) to find out about the people and understand what happened to them as the Greek Civilization developed.

Geography: Children will use atlases to consolidate their knowledge of the parts of the world including the names of continents and oceans. They will explore the position and significance of the Equator, Northern and Southern Hemispheres and the Tropics of Cancer and Capricorn. They will then locate Greece within Europe and its capital city, marking the location of these on the map.

Computing: See above

Music: Children will be listening to the detail in Gustav Holsts’ Planet Suite, identifying some instruments played in ‘Mars’, and describing the different sounds the instruments make throughout the piece.

Art: Children will explore a range of artefacts from the Ancient Greek period, considering what historical, social, or cultural information they may be able to interpret from them. They will consider whether the validity of the conclusions they have drawn when using art on artefacts as a source of evidence.

Design Technology: Children will consider how to ensure that food is prepared in a safe and hygienic way. They will reflect on how well they achieved this last week, and make recommendations on how this could be improved, where necessary.

PDW/R.E: Children consider how they can share and be generous and why this is important in a religious context.

P.E: Children will further develop their throwing techniques linked to the game of dodgeball, practising their aim at a body target between knee and chest. They will begin to learn the rules of dodgeball, focusing on where the ball can/cannot be thrown and how points are scored when the ball contacts the body target.

MFL: Children will continue to revise their knowledge of the 23 French phonemes and graphemes, practising reading and saying them aloud, and applying this to pronounce unfamiliar words.



Key Question Week 3: How did the Gods help Perseus defeat Medusa?

Key Text for Linked Learning: Usborne Book of Greek Myths: Perseus and Medusa /12 Labours of Hercules

Linked Learning: English/Science/History

Children will continue to read a range of Greek Myths, with a focus on Perseus and Medusa. They will consider how the characters have been developed by the writer and why. They will write character descriptions of Perseus and Medusa – and describe their meeting and fight - using exciting vocabulary to describe the scene using expanded noun phrases. They will consider how the author uses language to create an impact on the reader and comment on common features of the genre. In Science, children will learn about Ancient Greek scientists, such as Aristotle and Ptolemy, who proposed the geocentric model of the Solar System. They will investigate how research carried out by scientists such as Alhazen, Copernicus and Galileo led to the evolution of our views, and the children will then construct an Orrery of our solar system to demonstrate their understanding of the heliocentric model. Children will be able to describe the movement of the Earth relative to the other planets and the Sun. In History, children will explore the purpose of Ancient Greek Myths. They will learn about a wider range of myths, e.g.: Theseus and the Minotaur, Epimetheus and Prometheus, The Trojan Horse, etc. They will also investigate what we know about the Archaic period through pottery from this period, and reflect on the achievements of the people who lived in this time.

Maths: This week, children will use a place value chart to 2dp and explore the value of digits in the tenths and hundredths column. They explore the impact of multiplying and dividing numbers with up to 2dp by 10 and 100. They will further explore the value of digits in the tenth and hundredth column and compare this to the equivalent fraction (1/10 and 1/100), placing numbers with 2dp on a line, ordering and comparing them. The children will use an inequality sign (< >) to say if a 2dp number is more or less than another one.

Science: See above

History: See above.

Geography: Children will identify the location of the ancient Greek City states on a map of the region, and will create simple lines of enquiry to investigate how the physical features of this landscape might have affected human activity within these locations.

Computing: Children will continue to explore the tools of Sketch Up including: shape, push, pull, orbit, pan, zoom, erase and fill, and will become confident using the correct tools for different features. They will draw a 3-dimensional house with a roof and chimney, so that they can create a 3-D drawing of the Parthenon.

Music: Children will develop understanding of some of the inter-related dimensions of music (pulse, pitch, duration, dynamics) – using Gustav Holst’s ‘Mars’ from ‘The Planet Suite’ as a source.

Art: Children will use pencil to sketch examples of pottery from the two Ancient Greek periods studied so far (The Dark Ages and the Archaic Period). They will ensure they draw pots with an appropriate shape for the period, making notes to record reasons why they were shaped that way. They will also decorate their pots with geometric decorations appropriate to the time, noting why this was the case on their drawing. They may also note any additional information about the pottery of a given time period, or learnt about the people from the pottery, if it is of interest to them.

Design Technology: Children will investigate the seasonal availability of different foods, and consider which ingredients of Greek foods, including tzatziki, are available in which season, and why.

PDW/R.E: Children will understand and empathise with the roles and responsibilities of young carers and discuss whether these actions are generous

P.E: Children will continue to refine the accuracy of their throwing skills by trying to hit a moving target and will begin to work on catching skills (as this can get an opponent ‘out’). They continue to learn the rules of dodgeball – understanding where the boundaries of the court are, what happens when the ball goes out of court and how an opponent can defend themselves against a score (blocking with another ball, catching the ball, jumping over the ball or dodging away from the oncoming ball).

MFL: Children will begin to introduce themselves in French - recapping vocabulary from Year 3/4 – *Bonjour! Je m’appelle... J’habite à Four Oaks*



Key Question Week 4: What was the 13th Labour of Hercules?

Key Text for Linked Learning: The Usborne Book of Greek Myths

Linked Learning: English, History and Art

In English, children will read the 12 Labours of Hercules and consider the similarities and differences between this and Perseus and Medusa, using a story mountain to plot out events (considering the opening (setting the scene), build up/problem, climax, resolution, ending, moral). They will then plan a 13th Labour for Hercules, using a story mountain and will consider how dialogue can be used to enhance the action within their narrative. They will consider the vocabulary and structures that are typical of formal and informal speech, and will include vocabulary that is appropriate for the genre, in both the narrative and any speech included. In History, children will learn about the Hellenistic period – through studying pottery from the period and its decoration – considering links with Ancient Greek events, people and changes – and why there might be different historical interpretations of these. In Art, children will use pencil to sketch examples of pottery from the Classical Ancient Greek period, and will contrast these with the two periods already studied (The Dark Ages and the Archaic Period). They will ensure they draw pots with an appropriate shape for the period, making notes to record reasons why they were shaped that way. They will also decorate their pots with decorations appropriate to the time, noting why this was the case on their drawing. They may also note any additional information about the pottery of a given time period, or learnt about the people from the pottery, if it is of interest to them.

Maths: Children will use concrete resources and place value grids to support them to add and subtract multiples of 0.1 and 0.01, including crossing boundaries of tenths and whole numbers. They will use a number line to count on (Frog) to find the difference between numbers with 1dp and then 2dp and apply their understanding to solve problems that involve numbers with 1 and 2dp.

Science: Children will consider how to set up an investigation to demonstrate that the Earth spins on its own axis. They will consider how long it takes for Earth to make one complete rotation on its axis (which is tilted to 23 degrees 5 minutes from due North). They will explore how many times Earth rotates on its axis to make one complete orbit of the Sun and understand why every 4 years we have a ‘leap year’. They will then think about how they might be able to prove this is happening. They will consider how they can use the changing length, width and direction of a shadow to prove that Earth rotates on its axis over 24 hours, causing night and day. They will plan to set up an investigation to prove this, tracking the location of Earth relative to the Sun, through shadows.

History: See above

Geography: Children will comment on the characteristic physical and/or human features of the land where the Ancient Greeks lived. They will present the findings of their simple enquiry into how the physical features of the Ancient Greek City State landscape might affect human activity within these locations, using either sketches, tables or graphs.

Computing: Children will use Google Sketch Up to begin to draw the Parthenon of Ancient Greece.

Music: Children will continue to develop understanding of the inter-related dimensions of music (tempo, timbre, texture, structure, notation) – using Gustav Holst’s ‘Mars, the Bringer of War’ from ‘The Planet Suite’.

Art: See above

Design Technology: Children will plan to make a healthy meal that requires cooking, considering which seasonal foods they could use in this meal.

PDW/R.E: Children will identify different types of relationships and show ways to maintain a good friendship.

P.E: Children will continue to refine the accuracy of their throwing and catching skills. They begin to develop tactical approaches to playing the game, considering how they can work together as a team to score points when attacking, and how to protect players in their team when defending.

MFL: Children will Continue to introduce themselves in French – recapping vocabulary from Year 3 and 4 (*Bonjour! Je m’appelle... J’habite à Four Oaks*) and will learn how to say how they are feeling (e.g. *Je suis très*



bien..., Je suis bien..., Je suis mal..., Je suis triste..., Comme ça, comme ça...). They will combine these into sentences to say hello and how they are feeling in French.

Key Question Week 5: What is the point of Pandora's Box?

Key Text for Linked Learning: Usborne Book of Greek Myths: Pandora's Box

Linked Learning: English and DT

In English, children will use their prediction skills to consider what might happen at various stages throughout the Greek Myth of Pandora's Box. They will develop their understanding of abstract nouns to describe feelings such as hatred, greed, envy, despair and hope. They will also learn about figurative language including onomatopoeia, similes, metaphors, alliteration and repetition. Children will write metaphors to describe the different abstract nouns and will write verses in poem form to describe what happened when each was released from the box. They will end the week by completing their poem about some of the malign elements, followed by hope, released by Pandora when she opened Zeus' box, and will write these on animal images, in a 3-Dimensional representation of their final poem, creating an anthropomorphic poem. In DT, children will make a 3-dimensional representation of Pandora's Box, using card, accurately joining, assembling and combining materials and components so that it can stand independently. They will draw the net for their box, and then make a cross-sectional drawing to develop their ideas. Children will consider possible alternative materials they can use to join the components and strengthen the structure.

Maths: This week, children will estimate 4-digit additions, using rounding to the nearest 1000 to approximate. They will then use formal written column addition to add 4- or 5-digit numbers, with carrying. Later in the week, they will add amounts of money using formal column addition, working with the expanded form of column addition to support understanding, if necessary. Children will use mental strategies to round numbers before estimating a total sum, and then use column addition to find the exact addition answer. Children will use counting up on an empty number line (Frog) to find change from £20. They will use the bar model to find change from £50 and £100, by counting-up, using Frog.

Science: Children will set up their investigation to demonstrate that the Earth spins on its own axis, creating night and day. They will refine their plan if necessary to ensure that their investigation answers their enquiry question. They will consider what a variable is, and how some variables need to be controlled in a fair or comparative test, identifying which variables they will control in their investigation. They will choose (with support) which measurements they will need to take and how to do so with accuracy and precision. They will record their data and consider whether their findings provide proof that the rotation of Earth on its axis over 24 hours, causes night and day. They will plan to set up an investigation to prove this, tracking the location of Earth relative to the Sun, through shadows.

History: Children will use sources of evidence to deduce information about the past.

Geography: Children will build on their learning from last week in science where they have begun to understand that the Earth spins once on its axis every 24 hours, to begin to understand the different time zones around earth. They will understand the convention that times increase or reduce in blocks of 1 hour from the Greenwich Meridian (known as Greenwich Mean Time (GMT)) and that these are shown as lines of longitude on the world map. They will explain the terms Prime meridian and GMT.

Computing: Children will use Google Sketch Up to continue to draw the Parthenon of Ancient Greece.

Music: Children will compare the details of the inter-related dimensions of music in two pieces from Holst's the 'Planet Suite' (Mars and Venus) using musical vocabulary appropriately.

Art: Children will use pencil to sketch examples of pottery from the Hellenistic Ancient Greek period, and will contrast these with the three periods already studied (The Dark Ages, the Archaic Period, the Classical Period), ensuring that the shape and decorations are accurate for the time period. They will then design their own decoration for a clay pot, drawn from one of the four periods studied, in charcoal, which they will then use to decorate the clay pot they will make themselves.

Design Technology: See above



PDW/R.E: Children will effectively run alternative scenarios in their mind in order to identify the consequences of their actions or words.

P.E: Children will consider the different strategic approaches necessary at different points within a game in Dodgeball – and will develop their communication skills within the team to ensure that all members of the team know what to do. They will consider how they can communicate so that the opposition is unaware of their plans. They will then apply their strategic and communication skills with their developing throwing, catching, jumping and dodging skills in a game situation.

MFL: Children will begin to learn the names of different buildings on a French High Street (e.g. *un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie*) and then begin to use 'Il y a ...' in a sentence to say 'There is a ...'

Key Question Week 6: Why did the Astronomer's son step on the Orrery?

Key Text for Linked Learning: The Astronomer's Sun (<https://www.youtube.com/watch?v=JYxz54t1rgl>)

Linked Learning: English, Art, DT

In English, children will watch the Astronomer's Sun, <https://www.youtube.com/watch?v=JYxz54t1rgl>, a visual literacy film, and will use their skills of prediction and inference to consider what might happen next at a range of places in the story or why events or actions have significance. They will map the key events in the story, thinking about how they can select vocabulary to create a specific atmosphere, and convey the emotions of the characters throughout the narrative. Children will explore how they could use a range of devices to build cohesion within a paragraph. They will also consider how they can link ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase, grammatical connections (e.g. adverbials like 'Several minutes later, As a result') or ellipsis, in preparation to reell the narrative next week. In Science, children will define celestial bodies, including suns, moons, planets and comets. They will then focus on our moon, developing their understanding of how the moon formed more than 4 billion years ago, using <https://www.youtube.com/watch?v=UIKmSQqp8wY>. They will label a diagram of the moon identifying key observable craters on its surface. Children will understand that the moon is a celestial body and learn how it moves relative to Earth, exploring whether we could ever see the dark side of the moon from Earth. They will understand how the moon orbits the Sun and develop their understanding of why the moon looks different to us from the surface of the Earth throughout a 28-day cycle (Phases of the Moon).

Maths: Children will use counting-up (Frog) to find differences between amounts of money on an empty number line, applying this to solve subtraction problems. They will notice and describe any patterns they observe. They will then move on to formal column subtraction of pairs of 4-digit numbers, first by revising expanded column subtraction, and then using compact column subtraction. The children will then practise using these methods to solve problems or investigate missing number subtractions with 4- and 3-digit numbers. Children will choose whether counting-up or column subtraction is the most efficient calculation methods for subtracting numbers with up to 4-digit numbers and will apply this to reason and solve problems.

Science: See above

History: Children will learn about Alexander the Great – who he was, when he lived, and his early life

Geography: Children will learn about the trade routes that the Ancient Greeks used – and record these on a map to illustrate where these people travelled to and traded.

Computing: Children will use Google Sketch Up to complete drawing the Parthenon of Ancient Greece, and will evaluate their work at the end of the lesson, considering which tools they could use with confidence and which they still need to work on.

Music: Children will continue to explore the work of Gustav Holst, comparing Jupiter and Mercury (from 'The Planet Suite') to those they have heard before (Mars and Venus). They will begin to talk about the features of his music that make him a Classical Composer and about him, as well as describing some of his music.



Art: Children will use the pinch pot technique to make a clay pot in terracotta air-drying clay – and add a handle. They will use joining techniques to join the handle to the pot.

Design Technology: Children will accurately join a handle to their clay pot – ensuring that this is strong and aesthetically pleasing.

PDW/R.E: In RE, children will explore the disposition of participating and being willing to lead – applying this to their developing skills in PE, where they are developing teamwork and communication skills

P.E: Children will consider the different strategic approaches necessary at different points within a game in Dodgeball – and will develop their communication skills within the team to ensure that all members of the team know what to do. They will consider how they can communicate so that the opposition is unaware of their plans. They will then apply their strategic and communication skills with their developing throwing, catching, jumping and dodging skills in a game situation.

MFL: Children will be able to say which buildings are on the high street in French, Using 'Il y a un/une...' and will confidently name the possible buildings present (*un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie*).

Key Question Week 7: How should the Highwayman meet his end?

Key Text for Linked Learning: The Astronomer's Sun (<https://www.youtube.com/watch?v=JYxz54t1rgI>)

Linked Learning: English, Geography and Science

In English, children will retell the narrative of the Astronomer's Sun in their own words, selecting vocabulary to create a specific atmosphere, and convey the emotions of the characters throughout the narrative. Children will use a range of devices to build cohesion within a paragraph, and link ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase, grammatical connections (e.g. adverbials like 'Several minutes later, As a result') or ellipsis. They will evaluate their own work against a success criteria constructed by the class, and will choose sentences to improve the cohesion within or between paragraphs. They will use peer editing to assess how effectively they have created an atmosphere within their writing and conveyed the emotion of characters throughout the narrative, and choose a section to improve. In Geography, children will consolidate their understanding of the location of the equator and lines of latitude (including the Tropics of Cancer and Capricorn). They will link this to their work in science. In Science, children will develop an understanding of why the Earth is described as an 'approximately spherical body'. They will develop understanding that centrifugal forces cause the planet to bulge around the equator and will investigate whether this is also the case with the Sun and the Moon. Children will use scientific evidence in secondary research sources to support or refute their ideas, and create a statement to describe the shape of the Sun, Earth and Moon (as approximately spherical bodies).

Maths: Children will revise mental addition and subtraction methods at the start of the week using place value and near multiples. They will revise compact column addition and subtraction (decomposition) in numbers with up to 5-digits. In the latter part of the week, children will explore mixed numbers, improper numbers and fractions of amounts. They will begin by using models and images to show the equivalence between a given improper fraction and its corresponding mixed number (e.g. $5/4 = 1 \frac{1}{4}$). Children will then convert improper fractions to mixed numbers, draw images to represent these and place them on a number line. Finally children will use the bar model to find non-unit fractions of amounts.

Science: See above

History: Children continue to learn about Alexander the Great, and find out about his life as he became an adult and took over from his Macedonian father, King Philip. They learn how he began to expand the Greek Empire, consolidating his father's great achievement of uniting the Greek people.

Geography: See above

Computing: Children will talk about the fundamentals of programming language used to create apps for Apple products (Swift).



Music: Children will develop their understanding of what a Symphony Orchestra is, and will talk about the development of instruments they have heard played in one of the pieces of Gustav Holst's 'The Planet Suite'.

Art: Children will paint their pots with red paint and PVA glue, and then will begin to apply their decorative design – in the style of the Ancient Greek Classical period – using black paint. They will peer evaluate the work of others to comment on how ideas and meaning has been conveyed in their work.

Design Technology: Children will critically evaluate the quality of the design of their pot for strength and joining techniques, particularly focusing on how successfully they joined their handle to the pot and how they formed the shape of the pot.

PDW / R.E: Children will develop their understanding of Diwali (the Festival of lights) and recognise its significance to people of the Hindu, Sikh and Jain faiths. They will begin to learn how this is celebrated and to understand and respect the views of the people of these religious, social and ethnic groups.

P.E: Children will continue to refine the accuracy of their throwing, catching, communication and tactical skill in a game situation, evaluating the opposition and offering suggestions for improvements. They will also consolidate their understanding of the rules of the game and will ensure that they respect the referee's decision at all times.

MFL: Children will begin to describe the location of specific buildings in a town using prepositions (*à gauche, à droite*), conjunctions (*et, aussi*) to link clauses and adjectives to describe buildings (*grand/grande, petit/petite*).

Key Question Week 8: What is the festival of lights?

Key Text for Linked Learning: The Ramayana: The story of Rama and Sita

Linked Learning: English, RE and PDW

In English, children will be looking at the script for a play to retell the story of Rama and Sita. They will consider how dialogue is used to presentational, language and organisational features of a non-fiction information text, including punctuation such as colons, semi-colons and bullet points. In RE, children will gain an understanding of the meaning of Diwali to the Hindu, Jain and Sikh people. They will learn about how the Festival of Lights (Diwali) is celebrated and understand what the Festival celebrates: the return of Rama and Sita to their people after Sita was kidnapped by the demon, and Rama rescued her. In PDW, children will understand the importance of respecting other people's religious, social and ethnic views.

Maths: Children will use a fraction wall to find equivalent fractions and begin to understand how to write fractions in their simplest form. They will then compare fractions with related denominators and when confident compare fractions with unrelated denominators. Children will compare fractions with different denominators by converting them to the same denominator, before ordering fractions with related denominators using the inequality sign in a problem-solving investigation. In the latter part of the week, children will add fractions with related denominators by converting so that they have the same denominator. Children will then apply this understanding to subtract fractions with related and unrelated denominators.

Science: Children will investigate the purpose of the ancient site of Stonehenge. They will then use their understanding of how the Earth rotates as it orbits the sun to explain why a sundial can be used to measure the time of day, and make links between sundials and Stonehenge. They will make a sundial, so that next week, they can use this to demonstrate how the changing length, width and direction of a shadow proves the earth spins on its axis every 24 hours as it orbits the sun (over 365.25 days) and how ancient people used sundials to tell the time.

History: Children will consider the impact of Alexander the Great on Ancient Greek society and consider how democracy developed. They will consider the influence of democracy on future societies, including our own.

Geography: Children will draw a map of the Alexandrian Empire at its greatest extent, and will use six figure grid references to locate different places he conquered or battles he fought on the map.



Computing: Children will complete the Digital Literacy Lesson: Be internet citizens - Three sides to every story – Activity 1.

Music: Children will learn to confidently sing ‘Concentration’ with some fluency and expression.

Art: Children will complete their decorative design of their Greek pot – in the style of the Ancient Greek Classical period – using black paint. They will peer evaluate the work of others to comment on how ideas and meaning have been conveyed in their work, and reflect on their peers comments about their own Greek pot, considering what they would improve if they made a pot again.

Design Technology: Children will investigate the construction of a theatre set to begin to understand how a theatre stage works, and what components it must include. They consider how sound can be amplified by the shape of the stage and seating area and the height of the ceiling. They will analyse the design and structure of theatres, including how cams, pulleys and gears produce movement in theatre designs. They will compare Ancient Greek stages with modern theatre sets, before finally considering what elements they would require to make a theatre set piece to put on their own stick puppet version of ‘The Highwayman’.

PDW / R.E: See above

P.E: Children will take part in a Dodgeball tournament to apply the skills they have developed this term.

MFL: Children will learn how Diwali is celebrated in France, using the appropriate vocabulary (*une lampe diya, des cadeaux, une lumière, les hindous, des bijoux, des feux d’artifice, mehndi, des bonbons, un motif de Rangoli, une fête*).

Key Question Week 9: How does Charles Keeping create vivid imagery?

Key Text for Linked Learning: ‘The Highwayman’ by Alfred Noyes, illustrated by Charles Keeping

Linked Learning: English, Computing and Art

Children will read the narrative poem ‘The Highway Man’, by Alfred Noyes (illustrated by Charles Keeping). They will explore the meaning of words within the text that they may be unfamiliar with and discuss the overall meaning of the text, identifying where figurative language (such as similes, metaphors and alliteration) are used in the text, and what meaning they confer. They will consider how the use of these techniques by the writer has an impact on the reader. They will draw inferences about why different characters act in different ways, giving evidence from the text to support their views. They will consider the difference between fact and opinion (e.g. Bess loved the Highwayman? The Highwayman was brave?) using role play and ‘conscience alley’ to consider these questions. In Computing, children will continue to explore the tools within Sketchup to design a 3-D set to retell ‘The Highwayman’, considering whether gears cams or pulleys can be used to create a moving part of the set (the Highwayman on his horse across the purple moors or across the courtyard). In Art, children will explore the drawings in ‘The Highwayman’ and learn about the technique of Soufflage that Charles Keeping uses to create the images. They will begin to experiment with the use of charcoal and ink – through drawing and the soufflage technique – in preparation for creating a vivid setting image for the Highwayman next week.

Maths: This week, children will begin with finding common multiples, consolidating their understanding of a multiple. They will sort multiples in a Venn Diagram and look for the common multiples of different numbers. They will then find the factors of numbers up to 50, using a systematic approach to find all the factor pairs, recording them in order. Children will explore systematic strategic approaches to solve worded problems, considering whether an answer needs to be rounded up, or down, to correctly solve the problem. In the second part of the week, children explore the rules of divisibility, and how this understanding can be used to calculate part of a solution, within a larger problem-solving investigation. They explore what makes a number prime, the difference between prime and composite numbers, and apply what they have learnt throughout the week to investigate and solve problems.

Science: Children will take measurements on their sundial every hour of the day, across several days, and comment on the accuracy and precision of the measurements they have taken. They will discuss whether it was necessary to take repeat measurements in this enquiry – and whether it might have been necessary in



other enquiries they have carried out in the past to increase the accuracy of their data. They will discuss the best method of recording their data from this enquiry and then do so, whether using scientific diagrams and labels, classification keys, tables, bar graphs or line graphs. They will finish by taking the Rising Stars End of Space Unit quiz.

History: Children will construct a new time line to accurately record in time order all of the key events about the Ancient Greek civilisation that they have learnt so far, placing them into the context of other key historical events they have learnt.

Geography: Children will identify the locality of Aberdovey on a map of Britain – and will begin to study the physical characteristics of the locality.

Computing: See above

Music: Children will continue to consolidate their ability to sing ‘Concentration’ with fluency and expression.

Art: See above

Design Technology: Children will use cross-sectional drawings to develop their ideas about a 3-D theatre set for their production of the Highwayman. They will begin to explore the different materials they could use to create their theatre, and how they could join the components together – so that they can strengthen/reinforce the framework.

PDW / R.E: To discuss the different types and dynamics of families and the way roles of family members vary.

P.E: Children will discuss the different forms of travelling (e.g. walking, crawling, forward rolling, cartwheeling, hopping, jumping, bunny hopping) and will separate these into low, medium and high travel methods. They will develop at least 5 different methods of travelling and will work on switching levels and moving smoothly from one form to another, combining into a routine, which they then perform to their peers.

MFL: Children will be able to describe the location of buildings in a town using the correct preposition, conjunction or adjective (*à gauche, à droite, et, aussi, grand/grande, petit/petite*). Children will also practise saying where they live using North, South, East and West (*J’habite à + town, dans le nord, le sud, l’est, l’ouest, de l’Angleterre*).

Mini Quiz: This week we will be taking our first whole class spaced retrieval quiz which will cover topics learned this half term and in previous years.

Key Question Week 10: Who was The Highwayman?

Key Text for Linked Learning: Non-fiction texts about Dick Turpin (a famous Highwayman)

Linked Learning: English, DT and Computing

Children will investigate the notorious Highwayman, Dick Turpin, through a newspaper report about his exploits. They will understand what a Highwayman is and the kind of things they did. From a newspaper article, they will pick out key features of a newspaper report, including language, presentation and layout devices. They will analyse the power of a headline to entice a reader to buy a newspaper and identify the elements of persuasion used within the article. In preparation to write a newspaper report next week about the death of Black Bess, children will ‘hot-seat’ their peers in the role of different characters from the Highwayman. They will record what their peers say, acting as witnesses of specific events from the narrative, in notation form, so they can use these, as quotes, in their writing next week. In Computing, children will continue to explore the i-MOVIE APP, learning how to use tools within the APP to film scenes, add sounds, alter images through filters (colour to black and white), and splice scenes together, in preparation for filming their production of The Highwayman. In DT, children will continue to construct the set for their 3-D theatre set piece, using cams, pulleys or gears to create movement.

Maths: Children begin the week by using mental recall of times tables to divide, giving answers as fractions, decimals or with remainders. They then revise the grid method for multiplication using 3-digit and 1-digit numbers, before learning the short multiplication method. They practise short multiplication to solve problems. Children then multiply amounts of money (with 3-digits) by 1-digit numbers, using either the grid method, or short multiplication.



Science: Children will take the Rising Stars pre-unit quiz for Animals including Humans. They will then complete on-line research to find the gestation range of animals, including humans. They will create a visual comparison of the gestation periods, and analyse their findings to look for patterns (e.g. Is the size of an animal linked to its length of gestation?). They will record data of increasing complexity through a method of their choice (diagram, classification key, tables, scatter graph, bar graph, line graph).

History: Children will explore the art of the Ancient Greek Civilisation and its influence on the Western World.

Geography: Children will further study the contrasting locality of Aberdovey using a contour map of Britain – and will begin to study the human characteristics of the locality.

Computing: See above

Music: Children will learn a new song, Whooping Cough. They will begin to learn the words and try to sing with expression.

Art: Children will continue to experiment with the Soufflage technique to create representations of different images, including trees and grass, to create a landscape depicting the 'purple moors' from 'The Highwayman'.

Design Technology: See above

PDW / R.E: Children will recognise if relationships are making them feel unhappy or unsafe and know how to seek help or advice from others if needed.

P.E: Children will discuss the importance of developing a stretching routine to prepare themselves for gymnastic work. They will then learn about the different jumps 2-2, 1-2, 2-1, 1-1(same), 1-1(opposite) and will practise these, thinking about what happens to their weight in each. In pairs, they choose 3 shapes (ball, pin and star) and put these into a jump. Children try using the jumps whilst travelling too (e.g. ball in a forward and a backward roll, or just crouched down on the floor). They link three shapes into a routine, with a mixture of jumps and travelling, linking them smoothly together and perform this for their peers.

MFL: Children will begin to learn how to ask where a building is in a town using prepositions such as 'at the corner' and conversational vocabulary such as 'ah well (*Il y a? C'est, au coin, et alors, voyons, eh bien*) and will practice giving directions to a particular building in town (*Vous prenez le première gauche, et le magasin de vêtements est le quatre magasin à droite*).

Key Question Week 11: Why (and how) did Bess pull the trigger?

Key Text for Linked Learning: The Highwayman

Linked Learning: English, Computing and DT

Children will write a newspaper report to inform the reader about the suicide of Black Bess in order to warn the Highwayman of the trap awaiting him at the inn. They will use the key features of a newspaper report, analysed the previous week, to write the report, particularly focusing on persuasive writing techniques, and the structure of a newspaper report (headline, orientation, body of the text, re-orientation). They will consider when it is appropriate to use present or future tense within a newspaper report (re-orientation) and how to include the 5 W's (Who, What, When, Where – in the opening sentence, and then expand on the What, Why and How in the main body of the report). They will use facts, or opinions stated as facts, to persuade the reader and will use quotes from witnesses to add weight to the arguments they give. Children will be assigned a section of the narrative poem 'The Highwayman' to recite from memory so that they can be involved in recording the narrative next week. In DT, children will complete the construction of their 3-D set, ready to film the Highwayman narrative, with a moving part utilising a cam, gear or lever. They will critically evaluate the outcomes of their set (strength of framework, action of moving part, joining of components, choice of materials according to functional properties), and comment on how designers of the future learnt from the Ancient Greeks with respect to theatre design. In Computing, children will consolidate their ability to splice different film clips together, matching sound and view using the i-MOVIE APP.

Maths: This week, children will use an empty number line to divide 3-digit numbers by a 1-digit number. They learn how this can also be calculated by chunking and how record this vertically, practising both methods to develop a preference. They then apply this understanding to solve multi-step division problems. Children



practise estimating the answer to divisions of 3-digit numbers by 1-digit numbers, and consider how to choose the most efficient calculation method (whether mental calculation or a written method is faster). In the latter part of the week, children will begin to work on Measures, first converting grams to kilograms and vice versa, or millilitres to litres. They will then work on converting between metres and kilometres, before considering imperial and metric conversions (such as miles and kilometres) using a line graph.

Science: Children will explore the key stages of human foetal development, creating labelled scientific diagram for the key stages, and using a graph to illustrate the growth rate. They will be able to describe the process of foetal development to a peer, using appropriate scientific vocabulary, which they can explain and spell correctly.

History: Children will explore the influence of Ancient Greek architecture on the Western World.

Geography: Children will learn about the coastline of Aberdovey, using maps and photographic images, and will be able to describe the key features of this type of landmass.

Computing: See above

Music: Children will begin to recognise simple melodic notation, and use it to describe pitch.

Art: Children will create their own piece of art depicting part of the narrative of the Highwayman, applying the technique of Soufflage to create some, or all, of the piece, in either black ink or using a range of colours.

Design Technology: See above

PDW / R.E: In RE, children will explore the disposition of caring for others, animals and the environment.

P.E: Children will practise a short stretching routine to start the lesson. They will then learn about the different kinds of point and patch balances – and practise these with a friend. Children think about what happens to their weight in each. In pairs, they choose 3 balances (point and patch) and develop a routine to link these smoothly together by travelling or jumping. They can incorporate shapes in the travel or jump as well. They perform their routine, with a mixture of balances, shapes, jumps and travelling, linking them smoothly together, for their peers.

MFL: Children will be able to confidently ask where a building is in a town using *'Il y a? C'est, au coin, et alors, voyons, eh bien)* and give a friend directions to find a particular building (*Vous prenez le première gauche, et le magasin de vêtements est le quatre magasin à droite).*

Key Question Week 12: How does Hollywood present the narrative of Bess and the Highwayman?

Key Text for Linked Learning: The Highwayman

Linked Learning: English and Computing

In English, children will be writing their own narrative version of the Highwayman, clearly describing the setting and characters using vocabulary (including figurative language in the style of Alfred Noyes) to create an atmosphere. They will focus on how to use a relative pronoun accurately within a relative clause (to add additional information), punctuating this correctly with commas. They will peer review their writing and then edit, choosing vocabulary, punctuation and grammar they can improve to enhance clarity and meaning. In Computing, children will use the i-MOVIE app to film all the scenes from the Highwayman, with each child reciting lines from the narrative poem from memory. They will then splice scenes together within the APP to produce a class version of 'The Highwayman', filmed in the theatre set piece (with a moving section) made by the class.

Maths: Children begin by considering other imperial units, such as pints, stones, ounces, feet, inches, yards – and develop their understanding of the contexts in which these are used. They explore how to convert between these using known facts. Children read times from a 24-hour timetable, then convert times from 24-hour format to the 12 hour o'clock times. They find differences between two times, using Frog to count up from 1 time to another. They practise recording two time intervals, and converting pm times to the 24-hour clock, including across midnight. Children end the week exploring the concept of perimeter, before measuring and calculating the perimeter of rectangles.



Science: Children will research the growth data for human babies and children. They will produce graphs and charts to show how the human body grows from birth to 5 years. They will use published statistics to research these facts and will comment on the scientific data used to support this research study. They will consider whether data is fact or opinion, and will assess its validity. They will then produce a fact file about the growth of a human between birth and five years.

History: Children will explore the influence of Ancient Greek literature, including the Iliad and the Odyssey, on the Western World.

Geography: Children will compare the coastline of Aberdovey with different types of coastline and will be able to list the similarities and differences between these, using sketches, tables or graphs to present their findings.

Computing: See above

Music: Children will continue to practice the song Whooping cough and will sing it confidently with fluency and expression. They will also begin to practice songs for Christingle.

Art: Children will learn about famous Ancient Greek architects - including Phidias (who designed the Parthenon) – and identify key features of the work they sculpted.

Design Technology: Children will make their Christmas decoration, using joining techniques to ensure that all components are joined effectively. They will attach a hanging loop using an appropriate method and materials, so that it is strong enough to support the decoration in place on the Christmas tree.

PDW / R.E: Children will explain why some people choose to marry and others do not.

P.E: Children will identify different ways to use the body to support a balance when working together as a pair – to create counter balances. They explore a variety of these and then consider how they could link individual and partner balances together using travelling and jumping. They try to create a routine where a variety of different balances are linked smoothly and with developing control, attempting to hold the balance for at least 5 seconds. They also work on performing the routine synchronously.

MFL: Children will learn vocabulary for different times in the day (*matin, après-midi, soir, à 10 heures, à 4 heures et demie, très, assez*) and will apply their new knowledge to tell the time in French. They will then use this vocabulary to talk about what they do at different times of the day.

Key Question Week 13: What changes does Puberty bring? (PIRA/PUMA, decorate tree)

Key Text for Linked Learning:

Linked Learning: English, Science including SRE (Puberty) and PDW

In Science, children will explore the changes that happen to humans as they move through puberty. They will discuss what puberty is and the effect that sex hormones have on the human body. They will discuss how their emotions and bodies will change, and consider how their changing emotions can have an impact on their relationships with family and friends. They will explore how the human male and female reproductive systems change in Puberty and learn about how and why females have Periods. They also understand that a sperm and an egg must meet in order to start a new human life. In English, children will write a scientific information text about Puberty, suitable for children aged 9 to 11. They will consider the key features of a non-fiction information text, by analysing another scientific information text. They will write their text using lay out devices (headings, subheadings, columns, bullet points and tables) to structure their text. They will include punctuation to present bullet point lists of information, using a colon to introduce the list and commas or semi-colons to separate items in a list and a variety of methods to present information to the reader (diagrams, tables, graphs). In PDW, children will discuss some of the physical and emotional changes at puberty, including the menstrual cycle and understand the implications for emotional and physical health. They will also explore the differences between legal and illegal drugs and will be aware of what female circumcision is and that it is a crime.

Maths: This week, children will consolidate all learning so far this year and will undertake their PUMA tests.



Science: See above.

History: Children will make links between the Ancient Greek society and our own, and compare the features.

Geography: Children will begin to understand why coastlines change – by considering the impact of weathering on the coastlines they have studied so far, including Aberdovey, using labelled sketches to present their findings.

Computing: Children will develop their understanding of computer networks including the internet. They will explore how these can provide multiple services, such as the World Wide Web (the Internet) and the opportunities these offer for communication and collaboration.

Music: Children will learn about the musical structures of AB or ABA, and verse and chorus, so that they understand the basic structure for composition in the future.

Art: Children will continue their study of Phidias' work, exploring his ideas through a visual study of examples of his sculptures. They will analyse how he conveyed his ideas in his sculptures and discussing the meaning conveyed within his work. Children will explain how their understanding of the context affects their views of his work and how it might influence their pottery work in the future. They will apply this to sketch their own versions of a sculpture, applying the features of Phidias' work in their own.

Design Technology: Children will complete to produce their decoration for the Christmas tree ready to be hung on the KS2 tree on Wednesday.

PDW / R.E: See above

P.E: Children have the opportunity to perform a variety of different balances on PE apparatus around the hall, at low, medium and high levels. They then link balances together on a specified piece of apparatus in a small group, focusing on moving smoothly from one to the next. They also work on incorporating shapes into their routine, aiming for changes of speed, levels and directions and clarity of shape within their routine.

MFL: Children will consolidate their knowledge of French vocabulary for different times in the day (*matin, après-midi, soir, à 10 heures, à 4 heures et demie, très, assez*) and will talk about what they do at different times in the day. They will use simple repair strategies, such as 'I don't understand!' (*Je ne comprends pas !*) and 'Please repeat?' (*Voulez-vous repetez, s'il vous plait?*) to continue a conversation, if they don't understand what their friend has said to them in French.

Key Question Week 14: ABERDOVEY



ABERDOVEY

https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf#:~:text=orienteering%20and%20appropriate%20multi%20skills%20stations%20%28ideally%20suited,and%20organise%20a%20festival%20are%20included%20in%20this

Key Question Week 14: How do we orientate ourselves outdoors? (No Aberdovey trip in 2020)

Key Text for Linked Learning: Non-fiction text about Orienteering

Linked Learning: English/Maths/PE/Geography

In English, children will use skim, scan and retrieval skills in a variety of non-fiction information texts to find out about Orienteering. They will follow instructions to learn how to become orienteers and follow orienteering instructions to complete an Orienteering course. They will create a set of instructions for others to follow and will learn about the development of Orienteering through history. In PE, children will undergo a series of orienteering challenges and use these to navigate around an outdoor space. In Geography they will identify how different physical features of the landscape impact upon them when they are orienteering examining maps to understand how these features are marked. Children will develop their understanding of why coastlines change – by considering the impact of erosion on the coastlines they have studied so far, including Aberdovey, using labelled sketches to present their findings. In Maths, children will develop their understanding of the 4 compass points (North, East, South and West) and how they are sub-divided into smaller parts (e.g. NNE) to give directions, using a compass. They will begin to understand how to use a compass to navigate from one place to another, developing orienteering skills throughout the week.

Maths: See above

Science: Children will consider how their bodies have developed to allow humans to move quickly across an orienteering course - physically – considering how the strength of bones and muscle development is linked to exercise.

History: Children will explore the history of orienteering and how it has developed over time. They will consider what the Greeks used to orient themselves as they sailed around their trading routes (from Cornwall in England in the North, and to countries in Africa in the South), and how this has changed since the time of the ancient Greeks to the modern compasses we use today.

Geography: See above



Computing: Children will use computers to design an orienteering route in a program of their choice, combining several programs if necessary to fulfil their purpose.

Music: Children will play a musical tune, using notation gathered via an orientation course.

Art: Children will complete drawings to describe an orienteering route taking into account the purpose and audience.

Design Technology: Children will build a course using sports equipment that they can use as part of an orienteering course.

PDW / R.E: Children will develop their ability to remain focused on a task and avoid distraction to ensure they complete their orienteering tasks successfully. Children will also develop their ability to overcome fears and will consider why overcoming fears can be a positive experience.

P.E: See above.

MFL: Children will revise directional language including North, South, East and West (*le nord, le sud, l'ouest, l'est*) to give orienteering directions to their peers in French.

Key Question Week 15: What is the meaning of Advent?

Key Text for Linked Learning: The Bible

Linked Learning: English/RE/PDW

In English, children will be using a variety of non-fiction texts, including The Bible, to learn about the meaning of Advent. They will investigate its meaning in a range of countries around the World. They will create a poster to explain the meaning of Advent, suitable for a primary school-aged audience, using vocabulary and tone suitable for this age group. In RE, the children will understand the meaning of advent in the Christian religion. In PDW, children will gain a deeper understanding of Christmas and will discuss the importance of respecting other people's religious views and beliefs.

Maths: Children consider the difference between the perimeter and the area of a rectangle. They investigate how a composite shape can be divided into smaller rectangles, and how this can then be used to calculate the perimeter of the composite. Children then use what they know about the properties of rectangles (e.g. opposite lengths are equal) to find the perimeter of composite shapes where side lengths are missing. They then calculate the area of a rectangle without counting squares ($l \times w$) and discuss the units that area is measured in. Children find the area of regular rectangles and then estimate the area of irregular shapes. Children extend their understanding of 2-dimensional shapes to 3-dimensions and consider the volume of a cuboid, how it can be calculated ($l \times w \times h$), and the units it is measured in. In the latter part of the week, children label blank vertical number lines with temperatures above and below 0°C (degrees Celsius), compare temperatures and use a number line (vertical, then horizontal) to calculate changes in temperature. They add and subtract positive and negative numbers (between -10°C and 10°C) and investigate patterns seen.

Science: Children will explore the physical and mental changes to the human body as it ages from reaching adulthood into old age. They will create a fact-file for their scientific information text about what humans can expect in old age. They will include physical and mental changes to the body, and discuss how we care for the elderly in our society, comparing this with those of other societies through an exploration of attitudes towards older generations across the world. They will end the lesson by taking the Rising Stars End of Animals Including Humans Unit quiz

History: Children will analyse why there might be different historical interpretations of the events, people or changes that took place during the history of the Ancient Greek civilisation, with a particular focus on why the Dark Ages are so called, considering the availability of primary and secondary evidence sources about this time period.

Geography: Children will identify the impact of humans on the coastal landscape.

Computing: Children will evaluate how they have combined different elements to create their film in the app, i_MOVIE, of the narrative poem, The Highwayman.

Music: Children will be introduced to melodic notation (e.g. quaver, crotchet, semi-quaver) and use this to clap the rhythm of a piece of music. They will then compose their own 4-beat rhythms and record using notation, and share these with the class using their notation.

Art: Children will explore where Greek architectural features (including its columns and decorative figures) have been included in modern buildings (e.g. Birmingham Town Hall) and in different contexts of the modern world.

Design Technology: Children will critically evaluate the quality of the design of my products as they design and make them.



PDW / R.E: Children will understand that there are different types of child abuse, including physical, emotional, and neglect and the impact this can have. They will also begin to identify the different types of exploitation including Child Sexual Exploitation and will discuss the impact this may have.

P.E: Children will continue to refine their routine developed over the half term, to include a variety of shapes and balances, on a specified set of PE apparatus, using low, medium and high levels with a focus on moving smoothly from one to the next, building into the routine changes of speed, levels and directions. They will ensure shapes are clearly formed and balances are strongly held, using their available floor, mats and apparatus. They could also perform transitions in time to a given piece of music, and will develop peer evaluation and self-evaluation skills by performing out finished routine and giving and receiving constructive feedback.

MFL: Children will listen attentively to a simple French text (*Le petit Thomas*) and try to understand more complex phrases and sentences in French. They will then practice and read aloud – with correct pronunciation – the simple text in French.