



2-year Curriculum Map UKS2

Cycle A

Theme	Identity and Diversity		Peace and	d Conflict	Socia	al Justice	Environ	ment	Our Heritage and The World and Beyond			
Term	Auto	Autumn 1 Autumn 2		Sp	ring 1	Sprin	g 2		nmer			
Book Link			Who Let The	e Gods Out?	I Am Malala I Am Malala MARALA NOUSAFEAT MARALA NOUSAFEAT MARALA NOUSAFEAT		Tin Fo	prest	Total Revision Control of the Contro	ason ASV		
Writing	Fiction Entertain - Short Story	Non-Fiction Recount – letter	Fiction Entertain – poetry (friendship week) Characterisation	Non-Fiction Persuasion – speech	Fiction Entertain - flashback	Non-Fiction Inform – biography Discuss – balanced argument	Fiction Entertain – comparative settings	Non-Fiction Inform – non- chronological report To instruct – instructions	Fiction Entertain – Story opening Entertain – Dialogue	Non-Fiction Discuss – newspaper report Recount – diary		
Science	Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.				what it is Know he to find out about the that living things puthe same kind, but vary and are not id parents - Identify he are adapted to suit different ways and lead to evolution things have change fossils provide inforthings that inhabite of years ago. Living things and to Know the life cycle things, e.g. mammabird Know the didifferent life cycles of reproduction in Classify living thing according to obsert and based on simile.	tion and can explain tow fossils can be used the past Recognise roduce offspring of normally offspring entical to their tow animals and plants their environment in that adaptation may recognise that living ed over time and that rmation about living ed the Earth millions their habitats of different living al, amphibian, insect fferences between the company of the process plants as into broad groups wable characteristics			- Describe the move and other planets, in the solar control of the solar	ement of the Earth, relative to the Sun in a system rement of the Moon to the Earth and Moon as spherical bodies dea of the Earth's day and night and the nt of the sun across e sky		





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			plants and animals based on specific		
			characteristics		
History	What happened during the rise and fall	What was life like in Ancient Greece?			What impact did the Tudors have on my
	of the early Islamic civilization?	NC - Ancient Greece – a study of Greek			life?
	NC - a non-European society that	life and achievements and their			NC - a study of an aspect or theme in
	provides contrasts with British history –	influence on the western world			British history that extends pupils'
	one study chosen from: early Islamic	Innactice on the western world			chronological knowledge beyond 1066
					chionological knowledge beyond 1000
	civilization, including a study of Baghdad				
	c. AD 900				
Geography		Where is Greece?		I'm a Heath Primary pupil, can you get me	
		NC - locate the world's countries, using		out of here?	
		maps to focus on Europe (including the		NC - use the eight points of a compass, four	
		location of Russia) concentrating on their		and six-figure grid references, symbols and	
		environmental regions, key physical and		key (including the use of Ordnance Survey	
		human characteristics, countries, and		maps) to build their knowledge of the	
		major cities		United Kingdom and the wider world	
		use maps, atlases, globes and			
		digital/computer mapping to locate			
		countries and describe features studied			
Art and		countries and describe readures studied	Activism		Tudor Portraits
	Calliana		ACTIVISIII		<u>rudor Portraits</u>
Design	<u>Collage</u>				
			about great artists, architects and		to create sketch books to record their
	to create sketch books to record their		designers in history		observations and use them to review
	observations and use them to review		to create sketch books to record their		and revisit ideas
	and revisit ideas		observations and use them to review		to improve their mastery of art and
	to improve their mastery of art and		and revisit ideas		design techniques, including drawing,
	design techniques, including drawing,		to improve their mastery of art and		painting and sculpture with a range of
			1		
	painting and sculpture with a range of		design techniques, including drawing,		materials [for example, pencil, charcoal,
	materials [for example, pencil, charcoal,		painting and sculpture with a range of		paint, clay]
	paint, clay]		materials [for example, pencil, charcoal,		
			paint, clay]		
D&T		<u>Mechanisms</u>		<u>Structure</u>	Food and nutrition
		Pulleys		Marbolous structures (marble run)	
					Tudor Knots (bread)
		Design		Design	Scones / savory muffins
				use research and develop design criteria to	Scories / Savory marmis
		use research and develop design criteria			
		to inform the design of innovative,		inform the design of innovative, functional,	understand and apply the principles of a
		functional, appealing products that are		appealing products that are fit for purpose,	healthy and varied diet
		fit for purpose, aimed at particular		aimed at particular individuals or groups	prepare and cook a variety of
		individuals or groups		generate, develop, model and	predominantly savoury dishes using a
		generate, develop, model and		communicate their ideas through	range of cooking techniques
		communicate their ideas through		discussion, annotated sketches, cross-	understand seasonality, and know where
		_			I
		discussion, annotated sketches, cross-		sectional and exploded diagrams,	and how a variety of ingredients are
		sectional and exploded diagrams,		prototypes, pattern pieces and computer-	grown, reared, caught and processed.
		prototypes, pattern pieces and		aided design	
		computer-aided design		<u>Make</u>	
		<u>Make</u>		select from and use a wider range	
	•	•	•		





		select from and use a wider range of		of materials and components, including	
		tools and equipment to perform		construction materials.	
		practical tasks [for example, cutting,		Evaluate	
		shaping, joining and finishing], accurately		investigate and analyse a range of existing	
		select from and use a wider range of		products	
		materials and components, including		evaluate their ideas and products against	
		construction materials according to their		their own design criteria and consider the	
		functional properties and aesthetic		views of others to improve their work	
		qualities		understand how key events and individuals	
		Evaluate		in design and technology have helped	
		investigate and analyse a range of		shape the world	
		existing products		Technical knowledge	
		evaluate their ideas and products against		apply their understanding of how to	
				1	
		their own design criteria and consider		strengthen, stiffen and reinforce more	
		the views of others to improve their		complex structures	
		work understand how key events and			
		individuals in design and technology			
		have helped shape the world			
		Technical knowledge			
		understand and use mechanical systems			
		in their products (pulleys)			
Computing	Information technolody & computer	menen produces (paneys)	Computer Science		Computer Science
Compating			<u>computer science</u>		<u>computer science</u>
	Science		Duagnamaina D. Calastian in avissa		Duagramonias A. Variables in source
	Creating media – Video production		Programming B – Selection in quizzes		Programming A – Variables in games
	L1: What is video		L1: Exploring conditions		L1: introducing variables
	L2: Filming techniques		L2: Selecting outcomes		L2: Variables in programming]
			L3: Asking questions		L3: Improving a game
	L3: Using a storyboard		L4: Planning a quiz		L4: Designing a game
	L4: Planning a video		L5: Testing a quiz		L5: Design to code
	L5: Importing and editing a video		L6: Evaluating a quiz		L6: Improving and sharing
	L6: Video evaluation		Lo. Evaldating a quiz		Lo. Improving and sharing
Music		Re-tell a Greek myth through music	Making Music		Tudor Music
iviusic		Re-tell a Greek myth through music	IVIAKITIS IVIUSIC		Tudol Music
		play and perform in solo and ensemble	play and perform in solo and ensemble		
		contexts, using their voices and playing	contexts, using their voices and playing		appreciate and understand a wide range
		musical instruments with increasing	musical instruments with increasing		of high-quality live and recorded music
		accuracy, fluency, control and expression	accuracy, fluency, control and expression		drawn from different traditions and from
		improvise and compose music for a			great composers and musicians
		range of purposes using the inter-related	improvise and compose music for a		develop on understanding (C.E. 183)
		dimensions of music listen with	range of purposes using the inter-related		develop an understanding of the history
		attention to detail and recall sounds with	dimensions of music		of music
			difficusions of music		
		increasing aural memory	Para Managara Languaga		listen with attention to detail and recall
		use and understand staff and other	listen with attention to detail and recall		sounds with increasing aural memory
		musical notations appreciate and	sounds with increasing aural memory		
		understand a wide range of high-quality	use and understand staff and other		
		live and recorded music drawn from	musical notations		
		different traditions and from great			
		composers and musicians			
		develop an understanding of the history			
		of music.			





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PE	Tag Rugby	Partner work – under and over		ated to your topic)	Basketb	<u>all</u>	<u>Tennis</u>		<u>Rounders</u>
	<u>Dodgeball</u>	Swimming (Y5)	Swi	imming (Y5)			use running, jumping, throwir	ng and	
	Swimming (Y5)	use rupping jumping throwing	norform dans	ces using a range of	use running, jumpin	_	catching in isolation and in	0 -	use running, jumping, throwing
		use running, jumping, throwing	1		and catching in isola	tion and in	combination		and catching in isolation and in
	use running, jumping, throwing and catching in isolation and in	and catching in isolation and in combination	movement p		combination		play competitive games, mod	ified	combination
	combination	play competitive games, modified	develop flexi	bility, strength,	play competitive gar		where appropriate and apply		play competitive games, modified
			technique, co	ontrol and balance	where appropriate a		principles suitable for attackir		where appropriate and apply
	play competitive games, modified	where appropriate and apply	compare the	ir performances with	basic principles suita		1	ig ariu	basic principles suitable for
	where appropriate and apply	basic principles suitable for	previous one	s and demonstrate	attacking and defend	ding	defending		attacking and defending
	basic principles suitable for	attacking and defending	improvemen	t to achieve their	develop flexibility, st	trength,	develop flexibility, strength,		develop flexibility, strength,
	attacking and defending	develop flexibility, strength,	personal bes	t.	technique, control a	nd balance	technique, control and balanc		technique, control and balance
	develop flexibility, strength,	technique, control and balance	1 '	tently, confidently	compare their perfo	rmances with	compare their performances		compare their performances with
	technique, control and balance	compare their performances with	1	itly over a distance of	previous ones and d	emonstrate	previous ones and demonstra	te	previous ones and demonstrate
	compare their performances with	previous ones and demonstrate	at least 25 m	•	improvement to ach	ieve their	improvement to achieve their	•	
	previous ones and demonstrate	improvement to achieve their		of strokes effectively	personal best.		personal best.		improvement to achieve their
	improvement to achieve their	personal best.		•					personal best.
	personal best.	swim competently, confidently	[for example						
	swim competently, confidently	and proficiently over a distance of		nd breaststroke]					
	and proficiently over a distance	at least 25 metres	1 '	self-rescue in					
	of at least 25 metres	use a range of strokes effectively	different wat	ter-based situations.					
	use a range of strokes effectively	[for example, front crawl,							
	[for example, front crawl,	backstroke and breaststroke]							
	backstroke and breaststroke]	perform safe self-rescue in different water-based situations.							
	perform safe self-rescue in	different water-based situations.							
	different water-based situations.								
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R&WV	Islam (Discovery Y6 Aut1)			Christianity (Dis	scovery Y6 Spr 1)	Christia	anity (Discovery Y6 Spr 2)		<u>Christianity</u>
	Theme: Beliefs and Practices			Theme: Beliefs and N	Meaning	Theme: Easte	Thomas Fastor		ne: Reformation
	Key Question: What is the best way	v for a		Key Question: Is any	•		n: Is Christianity still a strong	1	Question: What is the Reformation
	Muslim to show commitment to Go			Religion: Christianity	-	1 -	years after Jesus was on	1 -	he impact of it in Britain in the 16 th
	Religion: Islam			,	Earth?		•		ıry?
						Religion: Chr	istianity		
PHSE	Year 5 – Me and my relationships			Year 6 – Rights and r	esponsibilities			1	ging adolescent body including
								1	truation Year 5
								1	6 'Growing and Changing' Split into rate classes
								зерат	ate classes
MFL	Getting to know you	That's tasty		Scho	<u>ol life</u>				
	present ideas and information oral	,	sk and answer	understand basic gra					
	range of audiences questions questions understand basic grammar appropriate read carefully and show understand basic grammar appropriate read carefully and show understand basic grammar appropriate questions		derstanding	to the language bein	-				
	to the language being studied, inclu			(where relevant): fer					
	(where relevant): feminine, mascul		_	and neuter forms an					
	and neuter forms and the conjugat			high-frequency verbe patterns of the langu	•				
	high-frequency verbs; key features	and express ideas clearly		these, for instance, t					
	patterns of the language; how to a	• • •		, : :::::::::::::::::::::::::::::::::::					
	these, for instance, to build senten	ces; to the language being studi	ed, including			<u> </u>			





T				
	and how these differ from or are similar	(where relevant): feminine, masculine	and how these differ from or are similar	
	to English.	and neuter forms and the conjugation of	to English	
	develop accurate pronunciation and		read carefully and show understanding	
	intonation so that others understand		of words, phrases and simple writing	
	when they are reading aloud or using	these, for instance, to build sentences;	speak in sentences, using familiar	
	familiar words and phrases broaden	and how these differ from or are similar	vocabulary, phrases and basic language	
	their vocabulary and develop their ability	to English.	structures	
	to understand new words that are			
	introduced into familiar written material,		engage in conversations; ask and answer	
	including through using a dictionary		questions; express opinions and respond	
	appreciate stories, songs, poems and		to those of others; seek clarification and	
	rhymes in the language		help	
	write phrases from memory, and adapt		present ideas and information orally to a	
	these to create new sentences, to		range of audiences	
	express ideas clearly			
	describe people, places, things and			
	actions orally* and in writing			

Cycle B

Theme	Identity and Diversity			Peace and Confl	ict	Socia	l Justice		Environment		Our Heritage and The World and Beyond Summer Firework Maker's Daughter			
Time	Autum	nn 1		Autumn 2		Spi	ring 1		Spring 2			Summer		
Book link					THE BOY WHO HANKSSED THE WIND	Jour	Journey to the River Sea Journey River Sea Sea							
Oracy								_	Writing – structure a persuasive speech on deforestation (Y6).			Summer 1: To discuss the enquiry question in a small group (Y5). Link with Shang Dynasty – to persuade. PE: To use posture, gestures and tone. Summer 2: End of the year leavers assembly – to be confident in speaking to known and unknown adults.		
Writing	Entertain - Info Dialogue chro repo	onological ort ount – Diary	Fiction Entertain – poetry (friendship week) Setting Description	Non-Fiction Persuasion – speech	<u>Fiction</u> Diary - recoun	t Discuss – balanced argument	Fiction Entertain – Story opening	Non-Fiction Explain – explanation text	Fiction Entertain – Flash back	To info newspa repo	rm - aper	Fiction Entertain – Setting description	Non-Fiction To inform – Report	





Science	Animals including humans -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Human life cycles covered as part of PSHE.	separated, including through filtering, sieving and evaporating. - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - Comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.		Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
History		What was Hitler's role in WW2? NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			What was the Shang Dynasty? NC - a depth study of one of the ancient civilisations The Shang Dynasty of Ancient China
Geography	How does my area differ to others? NC - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America	isl	Why is time important? NC - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Why should rainforests be important to us all? NC - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	
Art and Design	Heart drawings Heart Sculpture to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of				Silk painting to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]





		I	T	T	
	materials [for example, pencil, charcoal,				
	paint, clay]				Learn about great artists, architects and
					designers in history.
D&T		Textiles	Design Sustainable Circuits	Monitoring and control	
		Combining different fabric shapes	Steady hand game		
		Fastenings/ Appliqué/ tie dye	<u>steady name</u>	Light up animal eyes	
		rusteringsy rippinque, tie dye	Design	Light up animal eyes	
		Decign	use research and develop design criteria	<u>Design</u>	
		<u>Design</u> use research and develop design criteria	to inform the design of innovative,	use research and develop design criteria	
		to inform the design of innovative,	functional, appealing products that are fit	to inform the design of innovative,	
		functional, appealing products that are fit	for purpose, aimed at particular	functional, appealing products that are fit	
		for purpose, aimed at particular	individuals or groups	for purpose, aimed at particular	
		individuals or groups	generate, develop, model and	individuals or groups	
		generate, develop, model and	communicate their ideas through	generate, develop, model and	
		communicate their ideas through	discussion, annotated sketches, cross-	communicate their ideas through	
		discussion, annotated sketches, cross-	sectional and exploded diagrams,	discussion, annotated sketches, cross-	
		sectional and exploded diagrams,	prototypes.	sectional and exploded diagrams,	
		prototypes, pattern pieces.	<u>Make</u>	prototypes, pattern pieces and computer-	
		Make	select from and use a wider range of tools	aided design	
		select from and use a wider range of tools	and equipment to perform practical tasks	Make	
		and equipment to perform practical tasks	[for example, cutting, shaping, joining and	select from and use a wider range of tools	
		[for example, cutting, shaping, joining and	finishing], accurately	and equipment to perform practical tasks	
		finishing], accurately	select from and use a wider range of	[for example, cutting, shaping, joining and	
		select from and use a wider range of	materials and components, including	finishing], accurately	
		materials, including textiles according to	construction materials.	select from and use a wider range of	
				_	
		their functional properties and aesthetic	<u>Evaluate</u>	materials and components, including	
		qualities	investigate and analyse a range of existing	construction materials, textiles and	
		<u>Evaluate</u>	products	ingredients, according to their functional	
		investigate and analyse a range of existing	evaluate their ideas and products against	properties and aesthetic qualities	
		products evaluate their ideas and	their own design criteria and consider the	<u>Evaluate</u>	
		products against their own design criteria	views of others to improve their work	investigate and analyse a range of existing	
		and consider the views of others to	understand how key events and	products	
		improve their work	individuals in design and technology have	evaluate their ideas and products against	
		understand how key events and	helped shape the world	their own design criteria and consider the	
		individuals in design and technology have	<u>Technical knowledge</u>	views of others to improve their work	
		helped shape the world	understand and use electrical systems in	understand how key events and	
		Technical knowledge	their products [for example, series circuits	individuals in design and technology have	
		apply their understanding of how to	incorporating switches, bulbs, buzzers	helped shape the world	
		strengthen, stiffen and reinforce more	and motors]	Technical knowledge	
		complex structures (fabrics)	_	understand and use electrical systems in	
		[their products [for example, series circuits	
				incorporating switches, bulbs, buzzers	
				and motors]	
				apply their understanding of computing	
				to program, monitor and control their	
			6	products.	Lafe and the second second
Computing	Information technology & Computer		Computer Science		Informtation technology
	<u>Science</u>		Computing systems and networks –		Data information – introduction to
	Creating media – Web page creation		Systems and searching		spreadsheets.
			L1: Systems		L1: collecting data





Music	L2 – How would you lay out your webpage? L3 – Copywright or CopyWRONG? L4 – How does it look? L5 – Follow he breadcrumbs L6 – Think before you link. Music in the Wa appreciate and understand a of high-quality live and record drawn from different tradition great composers and musicial develop an understanding of of music. listen with attention to detail sounds with increasing aural		a wide range rded music ons and from ans f the history il and recall	L3: Searchi L4: Selecting L5: How search r	systems and us ing the web search results results are ranked riches influenced	contexts, using musical instruction accuracy, flue use and under musical notar improvise an	d compose music for a range using the inter-related	appreof high drawn greated develor of must	L2: Formatting a spreadhseet L3: What's the formula L4: calculate and duplicate L5: Event planning L6: Presenting data Chinese Music ciate and understand a wide range h-quality live and recorded music from different traditions and from composers and musicians op an understanding of the history sic with attention to detail and recall is with increasing aural memory
PE	Football Handball Swimming (Y5) use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Counter-Balance & counter tension Swimming (Y5) use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	perform dand movement particles of the develop flexilated technique, con compare their previous ones improvement personal best swim competed and proficient at least 25 metals arrange of the for example, backstroke arrange of the perform safe	polity, strength, ontrol and balance or performances with a sand demonstrate of to achieve their continuous confidently the over a distance of etres of strokes effectively	use running, jumping and catching in isolat combination play competitive gam where appropriate as principles suitable for and defending develop flexibility, stretchnique, control ar compare their perfor previous ones and desimprovement to achieves and best.	g, throwing tion and in nes, modified nd apply basic or attacking trength, and balance rmances with emonstrate	Athletics use running, jumping, throw and catching in isolation and combination play competitive games, mowhere appropriate and apply principles suitable for attack and defending develop flexibility, strength, technique, control and balar compare their performances previous ones and demonstrimprovement to achieve the personal best.	dified y basic ing nce s with	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.





	perform safe self-rescue in	perform	m safe self-rescue in						
	different water-based situations.	differe	ent water-based situations.						
R&WV			The role of religion in the war	Hinduism (Dis	cover Y5 Aut 1)	Sikhisn	n (Discovery Y5 Sum 1)	Christia	nity (Discovery Y5 Sum2)
			Theme: War	Theme: Prayer and V	Vorship	Theme: Praye	er and Worship	Theme: Belie	efs and Practices
			Key Question: What is the role of	Key Question: What	is the best way for a	Key Question	: What is the best way for a	Key Questio	n: What is the best way for a
			religions during the second world war?	Hindu to show comn	nitment to God?	Sikh to show	commitment to God?	Christian to	show commitment to God?
			Religion: All	Religion: Hinduism		Religion: Sikh	ism	Religion: Chr	ristianity
								 	
PHSE	Year 6 – 'Valuing differences'			Year 5 – 'Keeping My	yself Safe'				olescent body including
								I	n. Year 5 and 6 'Growing and
								Changing' Sp	olit into separate classes
MFL	All about ourselves		Friends and family					<u>Let</u> '	's visit a French town
	listen attentively to spoken language	and	explore the patterns and sounds of					understand !	basic grammar appropriate to
	show understanding by joining in and		language through songs and rhymes and						e being studied, including
	responding		link the spelling, sound and meaning of					-	vant): feminine, masculine
	describe people, places, things and		words					I '	forms and the conjugation of
	actions orally and in writing		understand basic grammar appropriate to	,					ncy verbs; key features and
			the language being studied						the language; how to apply
	explore the patterns and sounds of	.	speak in sentences, using familiar					1 '	stance, to build sentences;
	language through songs and rhymes		vocabulary, phrases and basic language					and how the	ese differ from or are similar
	link the spelling, sound and meaning	of	structures					to English	
	words		present ideas and information orally to a					nresent idea	s and information orally to a
	write phrases from memory, and ada	apt	range of audiences					range of aud	
	these to create new sentences, to ex	press	broaden their vocabulary and develop						
	ideas clearly		their ability to understand new words						ir vocabulary and develop
	key features and patterns of the lang	guage	that are introduced into familiar written					1	to understand new words
	develop accurate pronunciation and	, , ,	material, including through using a						oduced into familiar written
	intonation so that others understand	.	dictionary						cluding through using a
	when they are reading aloud or using	1	describe people, places, things and					dictionary	
	familiar words and phrases	5	actions orally and in writing					1 '	tences, using familiar
	· ·	.	engage in conversations; ask and answer					1	phrases and basic language
	appreciate stories, songs, poems and	i	questions; express opinions and respond					structures	
	rhymes in the language		to those of others; seek clarification and					listen attent	ively to spoken language and
			help					show unders	standing by joining in and
								responding	
								explore the	patterns and sounds of
									rough songs and rhymes and
									ling, sound and meaning of
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