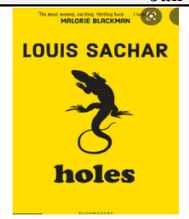
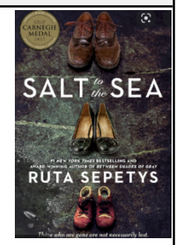
Year 6 Curriculum Map

	Autumn Term Sep-Dec	Spring Term Jan-April	Summer Term May-July
ENGLISH	**Wonder** Descriptive poetry Diary Precept Formal letters Debates  **Writing from film** Narrative Writing from film Instruction Newspaper article 	**Holes** Scene description Courtroom Statement Fact files Balanced arguments   **Writing from film** Narrative: changing narrator's voice	**Goodnight Mr. Tom** Formal letters Monologues Persuasive speech  **Salt to the Sea** **War Poetry** Historical account Poster Review dissecting propaganda Narrative Biography Persuasive speech 
SPAG	Subject, object Pronouns and nouns for cohesion Possessive pronouns Relative pronouns Adverbials for cohesion (e.g. on the other hand, in consequence, therefore) Modal verbs Expanded noun phrase Word classes; noun, verb, adverb, adjective, determiner Prepositions Statement, questions, commands and exclamation Verbs in the perfect form Tenses Fronted adverbial Subordination Adverbs for degrees of possibility Standard English: was/were; did/done Relative clauses Inverted commas Colon to introduce list Commas to clarify meaning and in lists Commas after fronted adverbials Capital letters Inverted commas Brackets and dashes for parenthesis Formal and informal vocabulary Word families Synonyms and antonyms	Expanded noun phrases to convey complex ideas Word classes: nouns, verbs, adverbs, adjectives, determiners Prepositions Standard English: was/ were; did/ done Passive and active voice Perfect form of verbs Statements, questions, commands and exclamation Relative clauses Possessive pronouns Relative pronouns Adverbs Fronted adverbials Relative clauses Causal/co-ordinating conjunctions Subordination Pronouns and nouns for cohesion Adverbials for cohesion Modal verbs Sentence subject and object Question tags in informal speech Bullet points Apostrophes Capital letters Hyphens to avoid ambiguity Colon to introduce list and semi-colon within list Inverted commas Semi-colons Commas in lists, to clarify meaning and for parenthesis Formal and informal language Synonyms, antonyms Word families Homophones and near homophones: ascent/ assent; morning/ mourning; principle/ principal Plural and possessive 's'	Word classes: nouns, verbs, adverbs, adjectives, determiners Prepositions Perfect form of verbs Tenses Pronouns and nouns for cohesion Adverbials for cohesion Modal verbs Conjunctions Relative clauses Possessive pronouns Relative pronouns Time conjunctions Statements, questions, commands and exclamations Expanded noun phrases Subjunctive in passive sentences (eg If I were, were they to…) Simple past and simple present Verbs in the perfect form Passive and active voice Standard English: was/ were; did/ done Sentence subject and object Question tags in informal speech Ellipsis Commas to clarify meaning and in lists Inverted commas Apostrophes Dashes and semi-colons Semi-colons between independent clauses Colon to introduce a list Brackets and dashes for parenthesis Bullet points Synonyms and antonyms Formal and informal language Homophones and near homophones: aisle/ isle; affect/ effect; precede/ proceed; dissent/ descent; alter/ altar; prophet/ profit; stationary; stationery; bridle/ bridal; complement/ compliment

MATHS	**Number:** Place Value Four operations Fractions Decimals Fractions, decimals and percentages	**Number:** Ratio **Measurements** Converting Units **Geometry** Shape Area, Perimeter and volume Position and direction **Algebra** **Statistics**	**Problem solving** **Consolidation** The Four Operations and Fractions Key areas of maths based on gap analysis to ensure children are secondary ready
HISTORY	**<u>The Roman Empire and its Impact on Britain: Why did the Romans invade Britain and why did they choose to settle?</u>** In this unit, we will be studying the impact the Roman empire had on Britain and how we can still see evidence of this impact today. We will be learning about their religious beliefs and how their religion permeated every aspect of their development as a society. We will find out about Boudicca and the impact of her rebellion.	**<u>The Tudors and the impact on the South of England: How did the Tudors have an impact on South of England?</u>** We will be learning about the Tudors, understanding their significance in the development of the South-East of England and where we can find evidence of this era in History, in our locality.	**<u>World War 2: How did life change during World War 2?</u>** During our WW2 unit, we will be studying the effects of WW2, at home and abroad, how the conflict arose and what different ideologies were present during the war. We will be exploring the major events of a war that were perhaps the most destructive and influential conflict in human history.
	- Establish clear narratives within and across periods by using secure chronological understanding - Examine in depth an aspect of local history from a period beyond 1066 - Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts - Examine different aspects of history eg social, cultural, political and religious, in different contexts - Gain historical perspective by making connections between local, national and international history - Develop and apply a range of historical vocabulary eg influential, narratives, perspective - Address and devise a wide range of historically-valid questions about change, cause, impact and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda - Explain why contrasting arguments and interpretations of the past exist		
GEOGRAPHY	**<u>North America</u>** In this unit, we will be studying which countries make up the North American continent. We will be looking at the different biomes, time zones and the effects of the physical geography which have helped to shape the development of the human geography.	**<u>Canada</u>** In this unit, we will be researching the topography of Canada and exploring the links between biomes, physical geography and human geography. We will investigate the impact of these on the development of tourism, industry and commerce in chosen areas, and compare them to similar regions of the UK.	**<u>Fieldwork</u>** Our fieldwork study is based around the different elements of trade in the local area, how Maidstone has grown over the decades and what impact industry and commerce has had on its development. We will be exploring the role of its physical geography, including the River Medway, in the development of the town as a centre of trade.
	- In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length - Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps - Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) - Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) - Understand the interaction between physical and human processes and features and how these change over time - Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features - Name and locate countries, cities and regions of the UK - Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time - Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography - Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways		

SCIENCE	**<u>Living things and their habitat</u>** During this unit of study, we will be looking at a range of different animals and plants, explaining how they are classified into different groups. We will investigate micro-organisms and the optimum conditions for growth of mould. We will analyse our school habitat for the wildlife present here.	**<u>Animals including Humans</u>** Our unit of study is Animals including Humans. We aim to develop a deeper understanding of the biology of the human body and understand the effects of outside influences on human health and wellbeing.	**<u>Evolution</u>** We will be researching the impact of the theory of Evolution on the scientific world and how this theory rose to prominence. We will be exploring Charles Darwin and his research, as well as real-life evidence of evolution in practice. We will investigate the role of man in the development of different species through cross-breeding and genetic modification.	**<u>Light</u>** We will be investigating how light travels and how we see. We will be identifying different sources of light. We will explore the concepts of reflection and refraction of light from / through different surfaces and mediums. We will be identifying different sources of light and how these sources came into development.	**<u>Electricity</u>** In this unit, we will be exploring electricity. We will be experimenting with the creation of single and parallel circuits and how this affects the brightness of bulbs and the sound of buzzers. We will explore how to increase resistance in a circuit and how this affects output.

	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.	- Identify and name the main parts of the human circulatory system, and explain 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. - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics	- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	- 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.	- 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 - Use recognised symbols when representing a simple circuit in a diagram.
	- Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning - Interpret scientific evidence that has been used to support/refute arguments - Plan different types of scientific enquiry in order to answer questions - Use science experiences to explore ideas and raise different types of question - Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs - Report and present findings from enquiries, examining causal relationships and reliability of results - Independently decide which observations to make - Recognise and control variables where necessary - Explain which variables need to be controlled and why - Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate				
RE	**<u>Expression of beings – art vs charity</u>** **<u>Ahimsa, Grace or Ummah?</u>** Through our study of expression this year, the children will gain an understanding of art vs charity and how these different elements affect society and individuals. We will be exploring how to give charitable donations and how religions advocate charitable enterprises. In term 2, we will be exploring the different challenges faced by some of the major world religions in the 21st century. We will be exploring the impact of important religious tenets in some of the major religions, what their teachings tell us and how they can be related to our lives today.	**<u>Christians and Humanists</u>** We will be learning what it means to be a Humanist and which values they have in common with Christians. We will be exploring differences in religious worship and how religious teachings can be used in a non-religious context.	**<u>What do religions say when life gets hard?</u>** We will be exploring how different, real-life problems can be met by the teachings of some of the major religions. We will be debating some of the biggest questions in life and exploring how the major religions of the world answer these questions.		
	- I can explain about religious teachings, charities and ways of expressing generosity - I can describe and make connections between examples of religious creativity (buildings and art) - I can show understanding of the value of sacred buildings and art - I can suggest reasons why some believers see generosity and charity as more important than buildings and art - I can explain what Ahimsa, Grace or Ummah mean to religious people - I can share my own ideas and respond sensitively to examples of religious practice - I can make connections between beliefs and behaviour in different religions. - I can outline the challenges of being a Hindu, Christian or Muslim in Britain today - I can consider similarities and differences between beliefs and behaviour in different faiths	- I can talk about a non-religious way of life such as Humanism - I can describe some Christian and Humanist values simply - I can express my own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. - I can give examples of similarities and differences between Christian and Humanist values	- I can appreciate and appraise varied responses to big questions. - I can explain what different religions say about hard times in life. - I can outline beliefs about life after death from different faiths and non-religious world views. - I can explain some reasons why Christians and Humanists have different ideas about an afterlife - I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life		

PSHE	**<u>VIPS</u>** **<u>Digital Wellbeing</u>** During our VIP unit, we will be exploring different people's thoughts and how, although, we may disagree, we should treat everyone with respect. We will be exploring the differences between healthy and unhealthy relationships and the affect this can take on our mental health. This links in well with our second PSHE unit, which is digital wellbeing. Here, we will be exploring how to keep ourselves safe online and what to do should we have a concern.	**<u>Think Positive</u>** **<u>One World</u>** During Term 3, we will be exploring the unit 'Think Positive'; In this unit, we will be studying the link between thoughts, feelings and behaviours and how they will influence each other. In term 4, we will be looking at Our World and how to understand our place in it. We will learn about how the impact of human development has affected the Earth and how we can be more responsibly minded when tackling issues such as climate change.	**<u>Safety</u>** **<u>Growing up</u>** In our safety unit, we will be understanding how to take responsibility for our actions and manage/assess risks. We will be covering everyone else's right to feel safe and secure in any environment. We will also be covering some of the changes in our bodies as we grow up. We will be discussing puberty, relationships and sex education.
	- Explain the importance of respecting my VIPS. - Identify different ways to calm down when I am angry or upset. - Appreciate that people have different opinions that should be respected. - Recognise negative influences on my behaviour and suggest ways that I can resist these influences. - Explain when it is right to keep a secret, when it is not and who to talk about this. - Recognise healthy and unhealthy relationships. - Explain what Universal Human Rights is and that children have their own rights. - Understand that these rights apply to everyone. - Identify why people's rights are sometimes not met. - Explore how I can respect people's rights and why they are important. - Identify how and why ideas about rights have changed. - Understand the role and importance of Human Rights.	- Explore the link between thoughts and feelings and behaviours. - Understand the concept and impact of positive thinking. - Recognise and manage uncomfortable feelings. - Understand the importance of making good choices. - Use mindfulness techniques in my everyday life. - Apply a growth mind-set in my everyday life. - Understand how to be a responsible Global Citizen. - Describe what Global Warming is and what we can do to help prevent it from getting worse. - Explain how our energy use can harm the environment and what we can do to help. - Describe how we can use water responsibly and understand the importance of doing this. - Research what biodiversity is and explain its importance. - Make choices which make the world a better place and that help people across the world.	- Take responsibility for my own safety. - Assess and manage risks in different situations. - Confidently identify and manage pressure to get involved in risky situations. - Act sensibly and responsibly in the event of an emergency. - Understand that everyone has the right to feel safe and happy when using mobile phones and devices. - Describe the changes people's bodies go through during puberty and how to look after our changing bodies. - Recognise how thoughts and feelings may change during puberty and suggest how to deal with those feelings. - Recognise that many things affect the way we feel about ourselves. - Understand what a loving Relationships are and that there are many types of relationships. - Recognise what a sexual relationship is and who can have one. - Describe the process of human reproduction from conception to birth
ART	**<u>Texture Play</u>** **Materials – pencils, charcoal and clay** **Skills – drawing and sculpting** **Artist – Phoebe Cummings** We will explore the work of artist Phoebe Cummings, to understand her aesthetic outlook and way of working. Our own practices will reflect her recycling of the raw material of her art and explore natural forms, as she does. This exploration of natural forms compliments our science unit for this term: Living Things and their Habitats	**<u>Leaving your mark</u>** **Material – printing, ink and card** **Skill – Printing** **Artist – Kenojuak Ashevak** We explore the natural world of the Inuits and how it takes shape in the visual art of Inuit artist, Ashevak. We use the medium of printing to explore simple designs containing meaningful imagery. We learn the rudiments of printing before designing and producing our own prints, based on the flora and fauna of the Canadian Inuit.	**<u>Urban landscape drawing and painting</u>** **Materials – pencil, acrylic and watercolour paint** **Skill – sketching, painting** **Artist – L S Lowry** We develop our skills and understanding of focal point, perspective, scale and style through our study of the art of L S Lowry, in particular that of the years during WW2 and his depiction of urban life in Britain.
	- Capture artistic process in sketch book - In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration - In painting, combine colours, tones and tints to enhance mood - In collage, combine visual and tactile qualities - Enhance digital media by editing including sound, video, animation, still images and installations - Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation - Communicate ideas and comment on artworks using artistic language - Master art/design techniques with wide range of materials - Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative		
DT	**<u>Levers, pulleys and gears – animal enrichment</u>** We will be discussing different types of levers, pulleys and gears and how they can be used to move heavy weights around more easily. We investigate a number of machines using K'Nex to see these working in a modelled form. Complementing our science unit on classification of animals, students will be looking at examples of animal enrichment devices in zoos and designing and making their own models, using levers, gears or pulleys.	**<u>Food-celebrating culture and seasonality</u>** We will be evaluating a range of different foods that are available at different times of the year and how seasonality affects price and freshness. We will be testing a range of savoury pastries / quiches before designing and producing our own, using seasonal produce.	**<u>Electrical systems</u>** We will be creating a working model with an electrical circuit. We will be paying special attention to how the output of the battery can be affected by things such as resistors and bulbs and how to increase power flow.

	- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Know where and how a variety of ingredients are grown, reared, caught and processed and its impact on meal design - Develop crucial life skill of feeding themselves and others affordably and well - Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing - Use research to inform innovative design and generate own design criteria - Confidently take calculated risks to become innovative, resourceful and enterprising - Generate own design criteria and critique ideas and products against these - Explain and understand how key events and individuals in D&T helped to shape the world - According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes - Construct more complex structures by applying range of strategies in order to solve real / relevant problems - Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products - Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages) - Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors)				
COMPUTING	**Introduction of Python** **Big Data 1** We will learn how to control a program to make simple shapes by following a series of instructions. We will be also deepen our understanding of data collection and the importance of effective data. We will learn how we can use data to inform decisions and reports.		**Big Data 2** **Skills showcase** We will deepen our understanding of data collection and the importance of effective data. We will consider how we can use data to inform decisions and reports. We will be inventing a digital product using a software program to design it, a website to advertise it and a filmed advert.		**Bletchley Park** We will be studying code-breaking and ethical hacking. We will be covering the historical significance of the breakthrough at Bletchley Park during WW2 and how this helped to win the war.	
	- Confidently, competently and responsibly use information and communication technology - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems - Solve problems by decomposing them into smaller parts - Use sequence, selection and repetition accurately in programs - Accurately manipulate a wide range of variables and various forms of input/output - Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs - Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs - Use the opportunities computer networks offer for communication and collaboration - Appreciate how results are selected and ranked and use this to retrieve accurate content - Be discerning in evaluating the reliability of digital content					
MUSIC	We will be listening to a selection of music from different genres and discuss how the music makes us feel. We will use various instruments to create music which evokes a specific mood. We will perform rhythms on untuned percussion instruments following graphic and staff notation.	We will create music in small groups, with multiple sections that include repetition and contrast and perform our music on tuned and untuned percussion. We will sing two-part seasonal songs, with a sense of ensemble, observing rhythm, phrasing and accurate pitching.	We will listen and compare music from six different musical traditions and identify where given changes occur. We will learn how to plan and compose an 8 beat melodic phrase, incorporating rhythmic variety and interest. We will continue to sing in parts to develop greater ensemble skills.	We will listen to Western Classical Tradition and Film music, and identify percussion, woodwind, strings and brass sections. We will discover how history has inspired composers, and use this knowledge to structure our own musical ideas to perform on various orchestral instruments. We will learn about musical instruments from the Renaissance Period and sing and perform extant music by the Tudors.	We will listen to popular music and learn how to describe how music represents different situations. Using the local environment as a stimulus, we will become more skilled in composing music with multiple sections that include repetition and contrast. We will explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	We will learn about music and songs popularised during World War Two. We will get into the groove by exploring rhythm and melody in singing, movement and dance. We will learn about beat, syncopation. pitch and harmony and take a trip around the world to celebrate the universal language of music. Present a musical awards show, with fanfare, rap, song and famous music, incorporating music key skills and cross-curricular subjects for a year six music assembly.
	- Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations - Use and understand staff and other musical notation - Listen with attention to detail and comment on interrelated dimensions - Play and perform in solo and ensemble contexts for a range of audiences - Use voices and musical instruments with increasing accuracy, control, fluency and expression - Make connections across music from different eras, traditions and genres - Develop a secure understanding of the history of music					

P E	**Swimming** We will be improving our swimming ability with regular trips to Mote Park Leisure Centre. We will be practising a variety of different strokes and an individual level, tailored to your child's swimming ability. **Netball** In netball, we will be understanding how to apply a range of tactics and strategies to win the game as well as enhancing our skills.	**Swimming** We will be improving our swimming ability with regular trips to Mote Park Leisure Centre. We will be practising a variety of different strokes at an individual level, tailored to your child's swimming ability. **Dance** Throughout our Dance unit, we are exploring contemporary dance, and the concepts of risk, determination and teamwork. We will learn and create different sections based on these concepts to form a whole group dance for performance, improving our skills through rehearsal.	**Basketball** We will be learning the different rules and skills of basketball as well as how to effectively work as a team to ensure that we are successful when playing. We will be developing our throwing, catching, dribbling and shooting skills as well as our awareness of space. **OAA** We will develop our skills and knowledge of map-reading and scale through a range of orienteering activities.	**Gymnastics** We will develop our skills of coordination, balance, agility and strength through a range of solo, paired and group work. We will explore use of contact and weight sharing as well as methods of travelling over, through and around apparatus. **OAA** In OAA, we will continue to develop our orienteering skills through a range of challenges that are linked to a wider curriculum.	**Athletics** Through our study of athletics, we will be improving our coordination and physical skills when running, jumping, throwing, climbing and completing circuits. **Rounders** In rounders we will be developing our striking skills, throwing with accuracy and working as a team to defend.	**Cricket** In cricket, we will be develop our understanding of positioning and the different roles needed, whilst improving our skills of throwing, catching and batting **Dance** In dance, we will be improving our skills in performance, composition and appreciation through a unit based on WW2. We will be exploring some of the dance styles of the time, such as the lindy hop, as well as developing some interpretive pieces, based on specific historical events (the Blitz)
	- Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel - Evaluate and recognise own and others' success and identify strategies for improvement - Use a broad range of skills in isolation and in combination to become physically confident - Master flexibility, strength, technique, control and balance - Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship - Apply range of principles suitable for attacking and defending - Participate in outdoor and adventurous activities - Perform dances and gymnastic routines on own and with others using a range of movement patterns - Evaluate and compare performances with previous ones - Demonstrate improvement to achieve personal best					
M F L	**Phonics 4** **At school** We will be learning about the different phonetic rules that make up Spanish. We will also be learning how to talk about our day at school, what different subjects are and how to describe the different things we may encounter during a school day.	**Habitats** We will be learning how to talk about the different habitats a range of animals live in. We will also be learning how to create complex sentences in Spanish and improving our ability to read in Spanish.	**Healthy Lifestyle** We will be learning about the effects of exercise and healthy eating. We will be learning the different names for sports and how to discuss these orally.	**The Weekend** We will be learning about the different activities we could take part in over the weekend. We will be learning about what children in Spain might get up to at the weekend and how this is similar to children in the UK.	**Me in the World** Using Spanish, we will be learning about our place in the world and how we can look after ourselves.	**World War II** We will be learning about the effects WW2 on Spain. We will be discussing the different events of WW2 and improving our understanding of the grammatical structures of the Spanish language.
	- Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. - Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'					