

## Lambley Primary School Long Term Overview – Year 6

Subject	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic</b>	WWII (Battle of Britain)		China and the Shang Dynasty		The Highwayman	
<b>Texts</b>	The Lion and the Unicorn Friend or Foe Anne Frank's Diary Blitz Boys		A Kids Guide to China (Non-Fiction) The Firework-Maker's Daughter		The Highwayman Poem	
<b>Supplementary Texts</b>	Comprehension Ninja – D-Day Landings (4) C. Ninja - World War I: Bombardment C. Ninja – Charles Darwin (3) C. Ninja – Obesity (15)				C. Ninja – Mammals (18) C. Ninja – History of gaming consoles (23)	
<b>Literacy</b>	<p style="text-align: center;"><u>Letters</u></p> <p>To understand the purpose of a letter. To know the difference between a formal letter and an informal letter. To know the features and layout of a letter. To write a letter.</p> <p style="text-align: center;"><u>Diary Writing</u></p> <p>To know the features of a diary entry. To understand a characters feelings. To write a diary entry.</p> <p style="text-align: center;"><u>Biography/Autobiography</u></p> <p>To know the difference between a Biography and an Autobiography. To identify the features of a Biography and an Autobiography. To write a Biography of the life of Winston Churchill.</p> <p style="text-align: center;"><u>Story Analysis</u></p> <p>To explore and comment on the characters in a story.</p>		<p style="text-align: center;"><u>Story Writing</u></p> <p>To identify the features of a good story. To write a story for the BBC Radio2 500 Words competition.</p> <p style="text-align: center;"><u>Instructions.</u></p> <p>To know the features of an instruction text. To write a set of instructions.</p> <p style="text-align: center;"><u>Information Texts</u></p> <p>To identify the features of an information text. To write an information text.</p> <p style="text-align: center;"><u>Guided reading</u></p> <p>To read a piece of text and draw an accurate picture of the scene. To make inferences from a piece of text and explain the reasons for these inferences. To make predictions. To use skimming and scanning skills to answer questions about a text. To identify key words within a question. To use a dictionary to explain unfamiliar words. To use a thesaurus to find synonyms.</p>		<p style="text-align: center;"><u>Narrative Poetry</u></p> <p>To deduce information about a character from a picture. To deduce information about a character from language used to describe them. To understand the language choices authors make to describe characters. To share opinions about a character, using evidence to support them. To ask and answer questions about a text. To create a glossary of terms. To use a dictionary to check the meanings To identify similes, metaphors, alliteration, rhyme and onomatopoeia within a poem. To compare the features of a narrative poem with those of a descriptive passage. To understand more about a character's feelings and actions through the use of effective questioning.</p> <p style="text-align: center;"><u>Newspaper Reports</u></p> <p>To understand the purpose of a newspaper report. To know the features of a newspaper report.</p>	

	<p>To describe a scene using all five senses.</p> <p><u>Guided reading</u></p> <p>To read a piece of text and draw an accurate picture of the scene.</p> <p>To make inferences from a piece of text and explain the reasons for these inferences.</p> <p>To make predictions.</p> <p>To use skimming and scanning skills to answer questions about a text.</p> <p>To identify key words within a question.</p> <p>To use a dictionary to explain unfamiliar words.</p> <p>To use a thesaurus to find synonyms.</p> <p>To use evidence from the text to explain an answer.</p> <p>To use APE to answer reading inference questions.</p>	<p>To use evidence from the text to explain an answer.</p> <p>To use APE to answer reading inference questions.</p>	<p>To write a newspaper report.</p> <p><u>Play Scripts</u></p> <p>To know the features and layout of a play script.</p> <p>To read the part of a character within a play, taking into account who the character is and what they are like as a person.</p> <p>To follow stage directions.</p> <p>To write a play script.</p> <p><u>Guided reading</u></p> <p>To read a piece of text and draw an accurate picture of the scene.</p> <p>To make inferences from a piece of text and explain the reasons for these inferences.</p> <p>To make predictions.</p> <p>To use skimming and scanning skills to answer questions about a text.</p> <p>To identify key words within a question.</p> <p>To use a dictionary to explain unfamiliar words.</p> <p>To use a thesaurus to find synonyms.</p> <p>To use evidence from the text to explain an answer.</p> <p>To use APE to answer reading inference questions.</p>
<b>Rainbow Grammar</b>	<p>Nouns/Pronouns</p> <p>Verbs / Modal verbs / Adverbs</p> <p>Adjectives/compound adjectives</p> <p>Conjunctions</p> <p>Prepositions</p> <p>Semi colons, colons and dashes</p> <p>Sentence types</p> <p>Phrases and clauses</p> <p>Commas in complex sentences, relative clauses, preposition phrases and adverbials</p> <p>Apostrophes for possession and omission</p>	<p>Quantifying and possessive determiners</p> <p>Articles</p> <p>Active and passive voice – subject and object</p> <p>Plural possession</p> <p>Inverted commas</p> <p>Present and past participle</p> <p>Perfect and progressive tenses</p> <p>Auxiliary verbs to indicate future and perfect tense</p> <p>Informal and formal speech</p> <p>Direct and reported speech</p>	<p>Identify gaps from mock SATS</p>
<b>Numeracy</b>	<u>Place Value</u>	<u>Decimals</u>	<p><u>Properties of Shape</u></p> <p>To measure using a protractor.</p>

	<p>To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>To round any whole number to a required degree of accuracy.</p> <p>To use negative numbers in context, and calculate intervals across zero.</p> <p style="text-align: center;"><u>Four Operations</u></p> <p>To solve addition and subtraction multi step problems, deciding which operations and methods to use and why.</p> <p>To multiply numbers up to 4 digits by a 2-digit number, using the formal written method of long multiplication.</p> <p>To divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, up to 2 decimal places.</p> <p>To perform mental calculations, including with mixed operations and large numbers.</p> <p>To identify common factors, common multiples and prime numbers.</p> <p>To use knowledge of the order of operations to carry out calculations.</p> <p style="text-align: center;"><u>Fractions</u></p> <p>To use common factors to simplify fractions.</p> <p>To understand fractions on a number line.</p> <p>To compare and order fractions, including improper fractions.</p> <p>To add and subtract fractions and mixed numbers, using equivalent fractions.</p> <p style="text-align: center;">To multiply fractions.</p> <p>To divide fractions by whole numbers.</p> <p>To calculate decimal fraction equivalents.</p> <p style="text-align: center;">To find a fraction of an amount.</p>	<p>To identify the value of each digit in numbers up to 3 decimal places.</p> <p>To multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>To solve problems involving decimals.</p> <p>To explore the relationship between decimals and fractions.</p> <p>To solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p style="text-align: center;"><u>Percentages</u></p> <p>To solve problems involving percentages.</p> <p style="text-align: center;">To find percentages of an amount.</p> <p style="text-align: center;"><u>Algebra</u></p> <p>To understand function machines.</p> <p>To solve problems involving Algebra.</p> <p style="text-align: center;">To use simple formulae.</p> <p style="text-align: center;">To write and solve equations.</p> <p style="text-align: center;">To solve two-step equations.</p> <p style="text-align: center;">To understand pairs of variables.</p> <p style="text-align: center;"><u>Converting Units</u></p> <p>To read, write and recognise metric measures.</p> <p style="text-align: center;">To solve measurement problems.</p> <p style="text-align: center;">To convert measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa.</p> <p>To convert between miles and kilometres and to know that 5 miles = approx 8 km.</p> <p style="text-align: center;"><u>Area, Perimeter and Volume</u></p> <p>To be able to calculate the perimeter and area of shapes.</p> <p>To recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p style="text-align: center;">To calculate the area of parallelograms and triangles.</p> <p style="text-align: center;">To calculate the volume of cubes and cuboids.</p> <p style="text-align: center;"><u>Ratio</u></p>	<p>To draw 2D shapes using given dimensions and angles.</p> <p style="text-align: center;">To find unknown angles in triangles, quadrilaterals and regular polygons .</p> <p>To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p style="text-align: center;">To identify a shape from the net of that shape.</p> <p style="text-align: center;"><u>Statistics</u></p> <p>To name the parts of a circle and to know that the diameter is twice the radius.</p> <p>To interpret and construct pie charts and line graphs and use these to solve problems.</p> <p style="text-align: center;">To calculate the mean as an average.</p>
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	<p>To recall and use equivalences between simple Fractions, Decimals and Percentages, including in different contexts.</p> <p><u>Position and Direction</u></p> <p>To read and plot co-ordinates in all four quadrants.</p> <p>To draw and translate simple shapes and reflect them in the axes.</p>	<p>To solve ratio problems.</p> <p>To solve problems involving similar shapes where the scale factor is known or can be found.</p>				
<p><b>Science</b></p>	<p><u>Animals including humans</u></p> <p>To know that in order to be healthy we need a balanced diet which includes different food groups.</p> <p>To name some of the different food groups.</p> <p>To know which types of foods are included in different food groups.</p> <p>To know why each different food group is important for a healthy lifestyle.</p> <p>To know that the circulatory system transports blood and nutrients to the different parts of the body.</p> <p>To describe how the circulatory system works.</p> <p>To understand the function of the heart.</p> <p>To label the parts of the human heart.</p>	<p><u>Evolution and Inheritance</u></p> <p>To identify inherited characteristics in living things.</p> <p>To know that variation occurs within offspring as well as across a species.</p> <p>To match living things with their habitat and identify adaptive traits.</p> <p>To identify advantages and disadvantages of certain characteristics.</p> <p>To suggest how some animals and plants are adapted to extreme environments</p> <p>To design an animal and a plant that should thrive and survive in a given environment</p>	<p><u>Electricity</u></p> <p>To identify and draw scientific circuits and symbols.</p> <p>To build a buggy which includes an electrical circuit.</p> <p>To observe and explain the effects of differing volts in a circuit.</p> <p>To plan and carry out an investigation based on electrical circuits.</p>	<p><u>Light</u></p> <p>To know that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.</p> <p>To understand how we see.</p> <p>To label the parts of the eye and to understand their function.</p> <p>To know how light is reflected.</p> <p>To explain how a periscope allows me to see objects I would not usually be able to see.</p> <p>To know how light is refracted.</p> <p>To know how a shadow is formed.</p>	<p><u>Living things and habitats</u></p> <p>To give reasons for classifying animals based on their similarities and differences.</p> <p>To describe how living things are classified into groups.</p> <p>To identify the characteristics of different types of animals.</p> <p>To classify a creature based on its characteristics.</p> <p>To describe and investigate helpful and harmful micro-organisms.</p> <p>To identify the characteristics of different types of micro-organisms.</p> <p>To classify organisms found in the local habitat.</p>	<p><u>SRE</u></p> <p>To understand how the body changes both emotionally and physically during puberty.</p> <p>To be able to name all of the sexual reproductive body parts and sexual hormones.</p> <p>To know basic facts about sexual intercourse and pregnancy.</p> <p>To understand about different types of relationship.</p> <p>To begin to understand what domestic violence is.</p>

	<p>To know what happens to the human heart when we exercise, and why.</p> <p>To measure a resting pulse rate and a pulse rate after exercise.</p> <p>To explain why a pulse rate increases with exercise.</p> <p>To label the parts of the human lung system and know their function.</p> <p>To know that muscles work in pairs to move different parts of the skeleton.</p> <p>To name and label the muscles.</p> <p>To know that when muscles exercise they need an increased flow of blood because the muscles are working harder.</p> <p>To know that drugs affect the way the mind or body works.</p> <p>To know that some drugs are beneficial even though they may have unpleasant side effects.</p> <p>To be aware of some of the negative effects of tobacco and alcohol on the body.</p>	<p>To learn more about the work of Charles Darwin.</p> <p>To know how fossil evidence helps to explain the process of evolution.</p>				
<b>History</b>	<p><u>WWII (Battle of Britain)</u></p> <p>To find out where and when WWII took place.</p>		<p><u>Shang Dynasty</u></p>		<p>To learn about famous highwaymen, including Dick Turpin.</p>	

	<p>To put WWII events on a timeline.</p> <p>To discover what the Blitz was and explore photographs of the aftermath.</p> <p>To learn about the effects of air raids and the causes of evacuation.</p> <p>To find out about the experiences and feelings of evacuees.</p> <p>To find out what rationing was, why it was necessary and how it impacted on people's lives.</p> <p>To learn about the experiences of Jewish children during the war and that the war created many refugees.</p> <p>To access a wide range of sources, including using books, the internet, film clips and direct sources such as letters and diaries.</p> <p>To consider how the war affected people's everyday lives.</p>	<p>To find out about the Shang Dynasty of China and explore how we know about it.</p> <p>To explore the evidence surrounding the Shang kings.</p> <p>To find out about Shang royal burials.</p> <p>To find out what ordinary life was like for people during the Shang Dynasty.</p> <p>To find out about the writing and calendar created during the Shang Dynasty.</p> <p>To find out why the Shang Dynasty ended.</p>	
<b>Geography</b>	<p>To name all seven continents of the world and find them on a globe.</p> <p>To identify and name the Arctic and Antarctic circles.</p> <p>To identify the countries involved in WWII on a world map.</p> <p>To know how to use an atlas by using the index to find places.</p>	<p>To know where China is in the world.</p> <p>To explore the human impact on China's physical Geography.</p> <p>To explore China's economic growth and its effect on the country.</p> <p>To learn about China's famous tourist attractions.</p> <p>To find out about the culture of China.</p> <p>To name the largest deserts in the world and locate desert regions in an atlas.</p>	<p>To know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>To use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>To collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p>
<b>DT</b>	<p>To work within the limits of rationed ingredients to create a wartime dish.</p> <p>To create a Morse code key and use it to sound out Morse code.</p> <p>To be able to design, make and evaluate a replica gas mask and carry box.</p> <p>or</p> <p>To be able to design, make and evaluate a replica Anderson shelter.</p>	<p>To understand how the four great inventions of China shaped the world.</p> <p>To investigate water-powered machines.</p> <p>To test materials to build a kite.</p> <p>To design a kite based on a set of design criteria.</p> <p>To make and evaluate a kite.</p> <p>To make Chinese New Year paper dragons.</p>	<p><u>Design and build a Marble Run</u></p> <p>To design, build, test and make changes to improve the design of a marble run, carefully selecting materials for each part.</p>
<b>Art</b>	<p>To recreate wartime propaganda posters and the styles that were used.</p>	<p>To explore the themes, styles and colours of traditional Chinese art.</p>	<p>To use charcoal and chalk to create images.</p>

	<p>To be able to use art to express feelings and emotions associated with World War 2. To explore the use of pencil and sketching skills to draw a WW2 aircraft.</p>		<p>To explore the theme of dragons in Chinese art. To find out about importance of brushstrokes in Chinese art. To find out about and replicate Chinese calligraphy. To find out about the Terracotta Army. To find out about and recreate porcelain of the Ming dynasty.</p>		<p>To use a variety of materials to create silhouette pictures.</p>	
<p><b>RE</b></p>	<p><u>Harvest Festival</u> To understand the significance of Harvest Festival. To learn a harvest poem to share with others.</p> <p><u>Judaism and The Holocaust</u> I understand the beliefs that cause people to behave in particular ways. I can describe what 'tzedakah' is. I can identify ways in which religious beliefs affect communities locally and worldwide. I understand that religious beliefs and ideas are expressed in different forms. I can describe some of the features of worship in Judaism. I can explain why members of the Jewish community value their Jewish identity.</p>	<p><u>Remembrance</u> To understand the significance of the two minute silence. To understand what happens on Remembrance Day. To understand why we wear a poppy.</p> <p><u>Judaism and The Holocaust</u> To know what happened to the Jewish people during the holocaust. <u>The Holocaust Centre Visit</u> To develop historical knowledge and understanding of the period from 1933 to 1938. To examine the effects of isolation and persecution. To develop an understanding of the importance of respecting ourselves and others.</p>	<p><u>New Year</u> To understand that a new year is a new beginning and to set personal goals for the coming year. To understand how the Chinese New Year is different to the one we celebrate in England.</p> <p><u>Confucianism, Taoism and Buddhism</u> To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures and interpret the significance and impact of different forms of religious and spiritual expression.</p>	<p><u>The Easter Story</u> To understand the events of Palm Sunday and why this is important to Christians. To understand the significance of the Last Supper. To know about the events that led up to Jesus being arrested. To know about the events and emotions surrounding the crucifixion of Jesus. To know about the events of the resurrection and to explore Christian beliefs in life after death. To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.</p>	<p><u>Expressing Faith</u> To investigate the ways in which different faith groups express their faith and spiritual ideas through the arts. To study religious poetry, music and art and interpret them from a variety of religions.</p>	<p><u>Religions here and now &amp; in the local area</u> To visit the local church to study the art work within the church.</p>

		<p>To cultivate skills of critical and independent thought.</p> <p>To raise awareness of the consequences of the choices made by adults in whether to stand up for others and to consider different responses to isolation or prejudice within our communities.</p> <p><u>The Christmas Story</u></p> <p>To re-tell the events in the Christmas story.</p> <p>To investigate similarities and differences between Matthew and Luke's version of the nativity.</p> <p>To explain the meaning of advent and how Christians prepare.</p> <p>To explain how Christians in different countries celebrate Christmas differently.</p>				
<b>Music</b>	<p>To recognise and learn some World War 2 songs and consider the importance of music during the war.</p> <p>To create a composition to reflect the Blitz.</p>		<p>To learn about Chinese music and Chinese instruments.</p> <p>To know that Chinese music connected each tone to one of <b>the five elements</b> of nature (earth, wood, metal, fire and water).</p>		<p>To compose a tune which can be played whilst the poem is read aloud.</p> <p>To sing confidently within a group.</p> <p>To know how lyrics relate to the music and have cultural and social meaning.</p>	
<b>Computing</b>	<u>E-safety</u>	<u>Networks</u>	<u>Word processing – Microsoft Word</u>		To create a wanted poster.	



	<p>To understand how to use the internet safely (using SMART). To create a poster using Word outlining how to safe on the internet. To understand the effects of online bullying.</p> <p><u>WWII</u> To create a multimedia presentation about a particular aspect of World War 2. To investigate how Morse code was used during World War 2 and learn how to communicate using Morse code.</p>	<p>To know the difference between the World Wide Web and the internet. To research and find out about Tim Berners-Lee. To consider some of the major changes in technology which have taken place during our lifetime and the lifetime.</p> <p><u>Blogging</u> To identify the purpose of writing a blog. To identify the features of successful blog writing. To plan the theme and content for a blog. To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. To understand how to contribute to an existing blog. To understand how and why blog posts</p>	<p>To use word processing skills to create, edit, improve and save a story. To use word count and spelling and grammar checker.</p> <p><u>Spreadsheets</u> To enter data and formulae into a spreadsheet. To identify cells using rows and columns. To use the SUM function to add numbers together. To order and present data based on calculations. To use the fill tool to copy formulas correctly. To add, edit and calculate data. To use formulas to calculate totals and averages. To use a spreadsheet to solve problems. To plan and calculate a spending budget. To design a spreadsheet for a specific purpose.</p>	<p><u>Word Processing skills</u> To use word to create a page from a newspaper, working in columns and adding images and captions.</p> <p><u>Coding</u> To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects. To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus code in the program. To explore the options for getting text input from the user in 2Code. How to include interactivity in programming. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To explore how 2Code can be used to make a text-based adventure game.</p>
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		are approved by the teacher. To understand the importance of commenting on blogs.				
<b>PE</b>	<p>Invasion Games</p> <p><u>Gym - 'Travelling' in WWII</u></p> <p>To demonstrate safety whilst using the apparatus. To travel in and out of counter balances in different ways. To review modes of travel in Gymnastics. To take off on one or two feet. To perform with confidence in front of the class.</p>	<p>Flexibility, strength, control and balance</p> <p><u>Dance History - WW2</u></p> <p>To be able to move with a range of dynamics to express different emotions To be able to execute jitterbug actions. To be able to demonstrate unison as a group. To be able to demonstrate and create shapes representing unity.</p>	<p>Attacking and Defending</p> <p><u>Invasion - Competitive (Netball &amp; Basketball)</u></p> <p>To further develop knowledge of attacking and defending. To know how to intercept a pass. To know how to invade as a team. To communicate effectively with team mates. To develop sportsmanship.</p>	<p>Dance</p> <p><u>Dance Style - Street Dance</u></p> <p>To be able to express attitude and strong dynamics. To be able to develop physical skill - strength in upper body. To be able to demonstrate street dance technique - top rock, slides, Helicopter. To be able to demonstrate relationships – confrontation. To be able to explore space - directions and formation.</p>	<p>Dance (fitness and health)</p> <p><u>Striking &amp; Fielding – Teamwork</u></p> <p>To field as a collaborative team unit. To strike a ball or object 'cleanly' using different equipment. To retrieve, intercept and stop a ball when fielding. To strike a ball or object using both sides of the body. To recognise their own and other's strengths.</p>	<p>Athletics</p> <p><u>Going for Gold (Athletics)</u></p> <p>To develop the technique in order to race walk. To learn to measure &amp; record performance. To train the body to run for a longer duration. To sustain pace over longer distances. To choose appropriate techniques for specific events.</p>
<b>PSHE/RSE</b>	<p><u>Current Affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p> <p><u>Mindfulness</u></p> <p>To share our thoughts and feelings.</p>	<p><u>Current Affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p> <p><u>Getting on and falling out</u></p>	<p><u>Current affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p> <p><u>Friendship Week</u></p> <p>To discuss bullying and how to treat others kindly.</p>	<p><u>Current affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p>	<p><u>Current affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p>	<p><u>Current affairs</u></p> <p>To discuss recent headlines and give an opinion. (using Picture News)</p>

	<p>To create high self-esteem.</p>	<p>To understand that we are all the same and all different.          To understand what difference means.          To understand how to sort out a dispute.          To be able to give a compliment.</p>				
<p><b>MFL</b></p>	<p><u>Let's visit a French town</u></p> <p>To appreciate stories, songs, poems and rhymes in the language.          To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.          To hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words.          To understand a short story or factual text and note the main points, Use the context to work out unfamiliar words.          To describe people, places things and actions orally and in writing.</p>	<p><u>Let's go shopping</u></p> <p>To appreciate stories, songs, poems and rhymes in the language.          To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.          To hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words.          To understand a short story or factual text and note the main points, Use the context to work out unfamiliar words.          To describe people, places things and actions orally and in writing.</p>		<p><u>This is France</u></p> <p>To appreciate stories, songs, poems and rhymes in the language.          To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.          To hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words.          To understand a short story or factual text and note the main points, Use the context to work out unfamiliar words.          To describe people, places things and actions orally and in writing.</p>		