

HISTORY

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
Rec/ Y1/Y2	A	<b>Significant local person: Mary Anning</b> <ul style="list-style-type: none"> <li>Significant people in our families</li> <li>Significance</li> <li>Mary Anning and her significance</li> <li>Evidence about Mary Anning</li> </ul>	<b>Significant individuals: Castles/ Royalty</b> <ul style="list-style-type: none"> <li>Monarchs</li> <li>The current monarch</li> <li>Line of succession</li> <li>Coronation</li> <li>The Royal Family</li> <li>Significance of the monarch</li> </ul>		
	B	<b>Changes within living memory: Toys</b> <ul style="list-style-type: none"> <li>Enquiry 1: What are our toys like today?</li> <li>Enquiry 2: What are other people's toys like?</li> <li>Enquiry 3: How can we tell these toys are old?</li> <li>Enquiry 4: What were our grandparents' toys like and how do we know?</li> <li>Enquiry 5: Who played with these toys a long time ago?</li> <li>Toy Museum finish</li> </ul>	<b>Significant event beyond living memory: Great Fire of London</b> <ul style="list-style-type: none"> <li>Life in Stuart London</li> <li>Causes of the fire</li> <li>Reactions to the fire</li> <li>Evidence on the fire at its worst</li> <li>The end of the fire</li> <li>Changes made by the King afterwards</li> </ul>	<b>Other cultures</b> <ul style="list-style-type: none"> <li>My family history</li> <li>Other families</li> <li>Their history</li> <li>Other cultures</li> <li>Cultures that make up the UK.</li> </ul>	
	C	<b>Significant event within living memory: memories</b> <ul style="list-style-type: none"> <li>Local walk using photos</li> <li>Comparing buildings in the village</li> <li>Features of old houses and modern houses</li> <li>Houses in chronological order</li> <li>Interviewing people with memories of the past</li> <li>Introduction to change</li> <li>Colour coding by chronology</li> </ul>			
Year 3/4	A		<b>Theme beyond 1066: Poverty</b> <ul style="list-style-type: none"> <li>Change over time (buildings)</li> <li>Place and chronology</li> <li>Periods of history</li> <li>Changes (clothes)</li> <li>Changes (toys)</li> <li>Recap on types of sources</li> <li>Medieval changes</li> <li>Castle visit</li> <li>Victorian changes</li> </ul>		<b>Early Islamic Civilisation/ Egyptians</b> <ul style="list-style-type: none"> <li>Baghdad (place and chronology)</li> <li>House of Wisdom</li> <li>Battua and hs Rihla</li> <li>Al-Zahrawi and Islamic Medicine</li> <li>Legacy</li> <li>Egyptian Museum Trip</li> <li>Ancient Egyptian beliefs</li> <li>Religion and its impact</li> <li>Egyptian needs</li> </ul>
	B	<b>Water: The story of our school</b> <ul style="list-style-type: none"> <li>Recap Stogursey history</li> <li>Interviewing people with memories</li> <li>The school building and changes over time</li> <li>Examining evidence</li> <li>The story of how our school was founded: Lord St Audrie's Daughter</li> <li>Water and its significance in Stogursey</li> <li>Legacy</li> </ul>	<b>The Struggle for the Kingdom of England</b> <ul style="list-style-type: none"> <li>-Where and when?</li> <li>-Enquiry 1: why did they invade?</li> <li>-Enquiry 2: how well did the Anglo-Saxons and Vikings get on with each other?</li> <li>-Enquiry 3: What was life really like in Anglo-Saxon and Viking Britain?</li> <li>-Enquiry 4: What did the Anglo-Saxon and Vikings leave behind?</li> <li>-Final assessment</li> </ul>		
Year 5/6	A			<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>Introduction to Greece (place and chronology)</li> <li>Artefacts left behind</li> <li>Greek Myths and Legends</li> <li>Alexander the Great</li> <li>Curating a museum</li> <li>Museum trip</li> <li>Schools</li> <li>Languages</li> <li>Buildings</li> <li>Rule of law, governance and democracy</li> <li>Sports</li> <li>Legacy</li> </ul>	<b>Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>Eras and ages</li> <li>Place and chronology</li> <li>Europe in the Stone Age</li> <li>Paleolithic era</li> <li>Mesolithic era</li> <li>Neolithic era</li> <li>Changes in the Bronze Age</li> <li>Similarities and difference in the Iron Age</li> </ul>
	B	<b>Art through the ages</b> <ul style="list-style-type: none"> <li>What makes a masterpiece?</li> <li>Art in the Ancient World</li> <li>Art in the Middle Ages</li> <li>Changes to Art over time</li> </ul>	<b>Romans</b> <ul style="list-style-type: none"> <li>Where and when?</li> <li>Enquiry 1: Why did the Romans invade?</li> <li>Enquiry 2: Did the native Britons welcome or resist them, and why?</li> </ul>		

		<ul style="list-style-type: none"> <li>€ Learning from Art about time periods</li> <li>€ Local art traditions</li> <li>€ Significance to Arts in our community</li> <li>€ Future of the arts</li> </ul>	<ul style="list-style-type: none"> <li>€ Enquiry 3: How did they influence the culture of those already here?</li> <li>€ Enquiry 4: How can we solve the mystery of why this great empire came to an end?</li> <li>€ Enquiry 5: What was the legacy of the Roman invasion and conquest of Britain?</li> <li>€ Final assessment</li> </ul>		
Secondary School	KS3	-Local History at KS3	-Church and state -British History beyond 1066 -Sanitation unit in Year 7	-Various units	-Various units

**GEOGRAPHY- in class only/ adventurers**

PHASE	Cycle Year	Places and locations	Processes	Fieldwork
Rec/ Y1/Y2	A	<b>Climate Change: Continents</b>	<b>Seasons and weather</b>	Investigating our school and local area (throughout and revisited) <ul style="list-style-type: none"> <li>● Physical features of locations studied</li> <li>● Vocabulary</li> <li>● Needs of users</li> <li>● Changes in the areas being studied</li> </ul>
		<ul style="list-style-type: none"> <li>● Name and locate the world's continents</li> <li>● Name and locate the world's oceans</li> <li>● Key features of continents</li> <li>● Countries</li> <li>● Hot and cold countries</li> <li>● Global warming</li> </ul>	<ul style="list-style-type: none"> <li>● Latitude and longitude</li> <li>● Weather types</li> <li>● Clouds, precipitation and wind</li> <li>● The seasons</li> </ul>	
	B	<b>United Kingdom (London)</b>	(Constantly revisit seasons and weather)	
		<ul style="list-style-type: none"> <li>● Mapping the UK</li> <li>● Location of capital cities</li> <li>● Seasons and weather</li> <li>● Physical geography of the UK</li> <li>● Coasts</li> <li>● Settlement hierarchy</li> <li>● London's population</li> <li>● Human geography</li> <li>● Attractions in London</li> <li>● River Thames</li> </ul>		
		<b>Contrasting countries</b>	(Constantly revisit seasons and weather)	
	C	<b>Our street: Our village</b>		
		<ul style="list-style-type: none"> <li>● Physical features of our street</li> <li>● Needs of users</li> <li>● Changes in the local area</li> </ul>		
Year 3/4	A	<b>Middle East (short unit)</b>		Investigating the impact of the seasons on the local area <ul style="list-style-type: none"> <li>● Weather gauges</li> <li>● Setting up a weather station</li> </ul>
		<ul style="list-style-type: none"> <li>● Location of Middle Eastern village</li> <li>● Diversity of village life</li> <li>● Compare life to our village</li> </ul>		
	B	<b>Europe: Spain and Italy</b>	<b>Rivers/ water cycle</b>	Investigating the local area <ul style="list-style-type: none"> <li>● Improving the site</li> <li>● Improving the village</li> <li>● Citizenship and civic duty</li> </ul>
		<ul style="list-style-type: none"> <li>● Location of Spain/ Italy</li> <li>● Physical features of Spain/ Italy</li> <li>● Seasons and weather in Southern Europe</li> <li>● Mountain ranges- the Alps and the Pyrenees</li> <li>● Rivers in Southern Europe</li> <li>● Human Geography in Southern Europe</li> <li>● Culture and diversity in Southern Europe</li> <li>● Significant people: The Pope</li> <li>● Compare with the UK</li> </ul>	<ul style="list-style-type: none"> <li>● The water cycle</li> <li>● Water for life</li> <li>● Water supplies in the UK</li> <li>● A river's journey: source to estuary</li> <li>● Formation of river landscapes</li> <li>● Human use of rivers</li> <li>● Flooding</li> </ul>	
Year 5/6	A	<b>Climate zones, biomes and World Trade</b>		Map skills, expedition planning (2 different expeditions at 2 different sites) <ul style="list-style-type: none"> <li>● Mapping</li> <li>● Types of maps including Ordnance Survey</li> <li>● Sat Navs</li> <li>● Following a route</li> <li>● Planning an expedition</li> <li>● Finding your way from A to B</li> </ul>
		<ul style="list-style-type: none"> <li>● Biomes</li> <li>● The Americas</li> <li>● Europe including Russia</li> <li>● Africa</li> <li>● Recap lines of latitude and longitude</li> <li>● Oceania and Antarctica</li> <li>● Asia</li> <li>● Tropics and climate zones</li> <li>● Physical geography around the world</li> <li>● Human use of resources</li> <li>● Transport</li> </ul>		
	B		<b>Mountains, volcanoes and other Disasters</b>	
			<ul style="list-style-type: none"> <li>● Locations of mountains and ranges</li> <li>● Locations of volcanoes</li> <li>● Physical features of mountains and volcanoes</li> <li>● Human geography around these places</li> <li>● Study: Mount Vesuvius in Italy</li> </ul>	
Secondary School	KS3	Studies of LEDCs and G6 countries	Tectonics, geology, weather, coasts.	Duke of Edinburgh Award

**DT- adventurers**

PHASE	Year	Cookery	Resistant Materials	Design
Rec/ Y1/Y2	A	<p>Soup</p> <ul style="list-style-type: none"> <li>● Taste soup</li> <li>● Examine and taste variety of vegetables</li> <li>● Make soup from recipe</li> <li>● Adapt recipes and make soup</li> </ul> <p>Bread making</p> <ul style="list-style-type: none"> <li>● Testing breads for purpose</li> <li>● Make basic roll</li> <li>● Knead</li> <li>● Shape</li> <li>● Flavour breads</li> <li>● Make bread for sandwiches</li> </ul> <p>Foods for Energy- expedition picnic</p> <ul style="list-style-type: none"> <li>● Sausage rolls</li> <li>● Make pastry roll</li> <li>● Hygiene for raw meat</li> <li>● Glaze and join</li> <li>● Energy bars</li> <li>● Use choice of ingredients</li> <li>● Combine</li> <li>● Bake</li> </ul>	<p>Found sculptures</p> <p>Joining different materials</p> <p>Use of tools</p> <p>Rain gauges</p> <p>Bug Hotels</p> <ul style="list-style-type: none"> <li>● Research hotels</li> <li>● Bug search</li> <li>● Collect nec bits</li> <li>● Group construction</li> <li>● Fill hotel</li> <li>● Observe</li> </ul>	<p>Playground Design/ improve an area of the school</p>
	B	<p>Celebration food</p> <ul style="list-style-type: none"> <li>● Harvest loaves-Mixing,Keeding, Proving, shaping, baking</li> <li>● Using potatoes to create a variety of dishes- chopping, peeling, grating, boiling, shaping, combining ingredients.</li> <li>● Soup - make own recipes for veg soup.</li> <li>● Harvest supper for parents</li> </ul> <p>Chinese Food</p> <ul style="list-style-type: none"> <li>● Taste variety of chinese vegetables</li> <li>● Blind fold tasting</li> <li>● Stir fry vegetables - chopping, peeling, grating, crushing.</li> <li>● Noodle dish</li> <li>● Chop suey -</li> <li>● Fortune cookies - Baking skills, writing predictions.</li> </ul> <p>Summer Foods</p> <ul style="list-style-type: none"> <li>● Sausage tasting</li> <li>● Sausage making using machine</li> <li>● BBQ foods - design and make salads</li> <li>● Chop, mix, cook</li> <li>● Make picnic - own sandwiches independently- spreading</li> <li>● Plan and make a family picnic</li> </ul>	<p>Sewing - make Traction Man a cape</p> <ul style="list-style-type: none"> <li>● joining fabric</li> <li>● Cut, shape</li> <li>● Basic running stitch</li> <li>● Decorate</li> </ul> <p>Moving toy</p> <ul style="list-style-type: none"> <li>● Mechanisms</li> <li>● Wheels and Axels</li> <li>● Sliders</li> <li>● Box construction</li> <li>● Strong joints</li> </ul>	<p>Electrical toy</p> <ul style="list-style-type: none"> <li>● Draw design of toy with light up nose</li> <li>● Basic circuitry</li> <li>● Create cardboard/ fabric toy</li> <li>● Create on off switch</li> </ul>
Year 3/4	A	<p>Soup chef</p> <ul style="list-style-type: none"> <li>● Follow recipe</li> <li>● Chop, peel, grate independently</li> <li>● Safe use of sharp knives two different grips</li> <li>● Adapt recipe</li> <li>● Design own soup</li> <li>● Soup kitchen</li> <li>● Bread making</li> </ul> <p>Bakes</p> <ul style="list-style-type: none"> <li>● Rubbing method</li> <li>● Combining Methods</li> <li>● Design and make quiche</li> <li>● Bakewell tart</li> <li>● Savoury biscuits</li> </ul> <p>Foods for Energy- expedition picnic</p> <ul style="list-style-type: none"> <li>● Sausage rolls</li> <li>● Make pastry roll</li> </ul>	<p>Fairy Village</p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Draw map of village</li> <li>● Design house</li> <li>● Choose materials</li> <li>● Use variety of joining methods</li> <li>● Decorate</li> <li>● place in village plan</li> </ul> <p>Feed the Birds</p> <ul style="list-style-type: none"> <li>● Research bird tables</li> <li>● Draw designs on paper</li> <li>● Draw designs on wood</li> <li>● Make - saw wood</li> <li>● Screw</li> <li>● Decorate</li> <li>● Place</li> </ul> <p>Gauge the weather</p> <ul style="list-style-type: none"> <li>● Weather watch</li> <li>● Research rain gauges</li> </ul>	<p>Playground Design/ improve an area of the school</p> <p>Fairy village design and map</p>

		<ul style="list-style-type: none"> <li>Hygiene for raw meat</li> <li>Glaze and join</li> <li>Energy bars</li> <li>Use choice of ingredients</li> <li>Combine</li> <li>Bake</li> </ul>	<ul style="list-style-type: none"> <li>Make rain gauges - joining</li> <li>Stabilise design</li> <li>Calibrate gauge</li> <li>Place and monitor rain levels</li> </ul>	
	B	<p>Celebration foods</p> <p>Divali/Bonfire night/ Day of the dead</p> <ul style="list-style-type: none"> <li>Samosas</li> <li>Cooking/combining ingredients</li> <li>Independent use of sharp knives</li> <li>Using filo pastry</li> <li>Deep frying</li> <li>Make own burgers</li> <li>Raw food hygiene</li> <li>Research recipes</li> <li>Tortillas- use of hob and oven</li> <li>Special breads</li> <li>Make own tortillas in pizza oven</li> </ul> <p>Chinese food</p> <ul style="list-style-type: none"> <li>Research/tasting</li> <li>Chopping etc</li> <li>choice of dishes</li> <li>Spring rolls</li> <li>Rice dish</li> <li>Noodle dish</li> <li>Healthy stir fry</li> </ul> <p>Summer Food</p> <ul style="list-style-type: none"> <li>research vegetable BBQ dishes</li> <li>Make vegetable burger</li> <li>Taste and evaluate variety of prepared salads</li> <li>Make own salads</li> <li>Price comparison bought and made</li> <li>Prepare picnic foods</li> <li>Family picnic</li> <li>Pizza making - make own dough</li> <li>choose topping</li> <li>Use Pizza oven to cook</li> </ul>	<p>Sewing</p> <ul style="list-style-type: none"> <li>Basic running stitch</li> <li>Back stitch</li> <li>Sew on button</li> <li>Design a cushion as gift</li> <li>Choose suitable materials</li> <li>Cut pattern</li> <li>Pin</li> <li>Join with sewing</li> <li>Use buttons to decorate</li> <li>Evaluate</li> </ul> <p>Moving Toy</p> <ul style="list-style-type: none"> <li>Examine a variety of moving toys with cams</li> <li>Examine cams</li> <li>Design toy</li> <li>Cut materials</li> <li>Make mock up to try mechanism</li> <li>Evaluate</li> <li>Make design</li> <li>Strengthen</li> <li>Evaluate</li> </ul>	<p>Electrician</p> <ul style="list-style-type: none"> <li>Make electrical circuits with single light, parallel, in line light bulbs</li> <li>Investigate switch mechanisms</li> <li>Design room circuit for dolls house using own switching method</li> <li>Create box room</li> <li>Construct circuit for lighting plan</li> <li>Evaluate</li> </ul>
Year 5/6	A	<p>Cooking on a budget</p> <ul style="list-style-type: none"> <li>Look at shopping site</li> <li>Examine recipes</li> <li>Cook hassleback potatoes</li> <li>Baked potatoes with fillings</li> <li>Design meal in group for £5</li> <li>Cook meals and drive for parents</li> </ul> <p>Baked goods</p> <ul style="list-style-type: none"> <li>Rubbing method</li> <li>Combining method</li> <li>Design and make quiche</li> <li>Savoury breads - kneading, proving, flavouring</li> <li>Queen of puddings</li> <li>Own recipes</li> </ul> <p>Foods for energy</p> <ul style="list-style-type: none"> <li>Research energy bars</li> <li>Adapt recipe</li> <li>Make energy bars</li> <li>Make pastry</li> <li>make sausage rolls for picnics</li> <li>Make Knickerbocker glory</li> </ul>	<p>Bird Boxes</p> <ul style="list-style-type: none"> <li>Bird watch</li> <li>Research box designs for specific birds</li> <li>Draw design</li> <li>Measure</li> <li>Draw on to wood</li> <li>use saws</li> <li>Join using glue and screws</li> <li>Drill hole for bird</li> </ul>	<p>Playground Design/ improve an area of the school</p>
	B	<p>Christmas Food</p> <ul style="list-style-type: none"> <li>Research traditional Christmas food</li> <li>Plan a savoury dish to accompany Christmas meal</li> <li>Cook dish within a group independently</li> <li>Adapt Christmas pudding recipe for younger children</li> <li>Prepare shopping lists</li> <li>Safe preparation and cooking times of meat</li> <li>Use of cooking thermometer</li> <li>Make Adapted Christmas pudding</li> <li>Plan and prepare the Christmas meal for the whole school!</li> </ul>	<p>Sewing -upcycling clothes</p> <ul style="list-style-type: none"> <li>To research sustainability in the clothing industry.</li> <li>Bring in a piece of clothing that they can change into a new item.</li> <li>Learn running/back/chain/ blanket stitch on sample material</li> <li>Design and draw new product (Could be clothing or another item eg bag)</li> <li>Cut material</li> <li>Hem if needed</li> <li>Stitch together material to form product</li> </ul>	<p>Design and draw new product (Could be clothing or other item eg bag) from used clothing) See over</p> <p>Electrical Circuits- Use of sensors/switches</p> <ul style="list-style-type: none"> <li>Investigate and construct a variety of circuits</li> <li>Experiment with sensors for switching</li> <li>Design lighting circuits</li> </ul>

		<p>Chinese food</p> <ul style="list-style-type: none"> <li>● Research/tasting</li> <li>● Chopping etc</li> <li>● choice of dishes</li> <li>● Rice dish</li> <li>● Noodle dish</li> <li>● Healthy stir fry</li> <li>● Meat dish of own choice</li> <li>● Prepare shopping lists according to set budget</li> <li>● Prepare and cook dish</li> </ul> <p>Summer Foods</p> <ul style="list-style-type: none"> <li>● Plan and prepare for end of term and Expedition BBQ/picnic</li> <li>● Research BBQ foods and techniques</li> <li>● Make own BBQ marinade</li> <li>● Cook on BBQ safely</li> <li>● Research salads</li> <li>● Devise menu for event</li> <li>● Prepare salads using appropriate cooking techniques</li> <li>● Prepare meat and vegetarian dishes</li> <li>● Cook and serve at event</li> </ul> <p>TBC</p>	<ul style="list-style-type: none"> <li>● Use sewing machine if necessary</li> <li>● Display products and invite parents to view whole collection</li> <li>● Evaluate</li> </ul> <p>Moving toy</p> <ul style="list-style-type: none"> <li>● Experiment with cogs and gears to understand working.</li> <li>● Research Moving toys and autometers</li> <li>● Design own toy to set criteria</li> <li>● Annotate diagrams</li> <li>● Design mechanism</li> <li>● Make mock-up of casing</li> <li>● Evaluate</li> <li>● Strengthening techniques</li> <li>● Make casing</li> <li>● Make mechanism and test</li> <li>● Construct toy</li> <li>● Decorate</li> <li>● Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>● Make own switching mechanisms</li> <li>● Construct box and strengthen</li> <li>● Attach lighting circuit</li> <li>● Test</li> <li>● Display for use by other children in "living" display.</li> </ul>
Secondary School	KS3	?	?	?

#### MFL

PHASE	Cycle Year	Vocabulary/ themes	Lower year expectations	Higher year expectations	Phonics
Year 3/4	A	<ul style="list-style-type: none"> <li>● Greetings and French culture</li> <li>● Classroom instructions</li> <li>● Animals vocabulary</li> <li>● Numbers</li> <li>● Saying my name</li> <li>● Christmas</li> <li>● Colours</li> <li>● Opinions</li> <li>● <i>J'ai</i> (I have)</li> <li>● Negative form</li> <li>● Age</li> <li>● Easter</li> <li>● <i>C'est</i></li> <li>● Numbers</li> <li>● Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>● Singular la and le</li> <li>● Numbers 1-10</li> <li>● Connectives using et</li> <li>● Gender</li> <li>● Word order of adjectives</li> <li>● <i>Je voudrais</i> (I would like)</li> <li>● Possessive adjectives (<i>mon, ma</i>)</li> </ul>	As yellow plus: <ul style="list-style-type: none"> <li>● Plurals with les and des</li> <li>● Numbers 11-30</li> <li>● Extending sentences with <i>mais</i></li> <li>● Extending sentences with <i>aussi</i></li> <li>● Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles</li> <li>● Adjectival agreements (gender version of adjectives)</li> <li>● Possessive adjectives (<i>mon, ma, mes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Phoneme <b>j</b></li> <li>● Phonemes <b>e</b> and <b>an</b></li> <li>● Phonemes <b>r</b> and <b>ch</b></li> <li>● Phoneme <b>eu</b></li> <li>● <b>Keep revisiting and revising</b></li> </ul>
	B	<ul style="list-style-type: none"> <li>● Classroom instructions</li> <li>● Animals vocabulary</li> <li>● Parts of the body</li> <li>● How to use a French bilingual dictionary</li> <li>● Colours</li> <li>● Food</li> <li>● Opinions about food</li> <li>● Negative form</li> <li>● Christmas: the snowman</li> <li>● Numbers</li> <li>● Months</li> <li>● Numbers</li> <li>● April fool's day (<i>poisson d'avril</i>)</li> <li>● Dates and birthdays</li> <li>● Personal descriptions (hair and eye colour)</li> <li>● Family vocabulary</li> <li>● Clothing vocabulary</li> </ul>			
Year 5/6	A	<ul style="list-style-type: none"> <li>● Revise Dictionary skills</li> <li>● Revise opinions</li> <li>● Sports vocabulary</li> <li>● Sports clothing</li> <li>● Weather vocabulary</li> <li>● Hobbies vocabulary</li> <li>● Pets</li> <li>● Christmas in France</li> <li>● Revise dates</li> </ul>	<ul style="list-style-type: none"> <li>● Masculine and feminine nouns (<i>un, une</i>)</li> <li>● Verb <i>avoir</i> (<i>j'ai</i>)</li> <li>● Verb <i>être</i> (<i>je suis</i>)</li> <li>● Reasons (<i>parce que c'est</i>)</li> <li>● Numbers 31-60</li> <li>● Verb <i>aller</i> (<i>je vais</i>)</li> <li>● Prepositions (<i>sur</i>)</li> </ul>	As yellow plus: <ul style="list-style-type: none"> <li>● Revise plural nouns (<i>les, des</i>)</li> <li>● Extend verb <i>avoir</i> (<i>j'ai, tu as, il a, nous avons</i>)</li> <li>● <i>Past tense using avoir</i></li> </ul>	<ul style="list-style-type: none"> <li>● Phonemes <b>a</b> and <b>ai</b></li> <li>● Phonemes <b>qu</b> and <b>oi</b></li> <li>● Words starting with <b>h</b></li> <li>● Pronunciation: silent letters at the end of words</li> </ul>

		<ul style="list-style-type: none"> <li>Numbers</li> <li>School subjects</li> <li>Subject preferences</li> <li>Transport vocabulary</li> <li>Easter: Mardi gras</li> <li>Items in a classroom</li> <li>Possessive adjectives (revision and new)</li> </ul>	<ul style="list-style-type: none"> <li>Verb pouvoir (Je peux)</li> </ul>	<ul style="list-style-type: none"> <li>Extend verb <i>être</i> (<i>je suis, tu est, elle est, nous sommes</i>)</li> <li>Reasons- <i>parce que ils sont/ c'est</i></li> <li>Numbers 61-100</li> <li>Extend <i>aller</i> to <i>aller au</i> and <i>aller a la</i></li> <li>Extend range of prepositions (<i>sur, sous, pre de la</i>)</li> <li>Extend <i>pouvoir</i> (<i>je peux, tu peux, elle peut, nous pouvons</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Keep revisiting and revising</li> </ul>
	B	<ul style="list-style-type: none"> <li>Revise Dictionary skills</li> <li>Questions</li> <li>Telling the time</li> <li>Daily routine</li> <li>Rooms in a house</li> <li>Christmas: toys from around the world</li> <li>Bedroom descriptions</li> <li>Places in a town</li> <li>Revise places in town</li> <li>Directions</li> <li>Revise food</li> <li>Buying food</li> <li>April fool's day</li> <li>Numbers</li> <li>Ordering food in a café</li> <li>Famous French food and menus</li> <li>The French alphabet</li> </ul>			
Secondary School	KS3	<ul style="list-style-type: none"> <li>Reading, writing, speaking and listening in French formally</li> <li>Assessments in all areas</li> <li>Further topics</li> </ul>	Further verb conjugations, numbers to 1,000, further aspects of grammar.	Focus on further areas and accents and conjugations.	

#### REAL PE- FUNDAMENTAL MOVEMENTS

PHASE	Cycle Year	Personal Skills (Autumn/ summer when swimming)	Physical skills (Autumn/ summer when swimming)	Social Skills	Health and Fitness	Cognitive Skills
Rec/ Y1/Y2	A	<ul style="list-style-type: none"> <li>Coordination: footwork</li> <li>Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>Coordination: sending and receiving</li> <li>Agility: reaction/ response</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance to agility: jumping &amp; landing</li> <li>Static balance: seated</li> </ul>	<ul style="list-style-type: none"> <li>Agility: Ball chasing</li> <li>Static balance: floor work</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance: on a line</li> <li>Static balance: stance</li> </ul>
	B	<ul style="list-style-type: none"> <li>Coordination: footwork</li> <li>Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>Coordination: sending and receiving</li> <li>Agility: reaction/ response</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance to agility: jumping &amp; landing</li> <li>Static balance: seated</li> </ul>	<ul style="list-style-type: none"> <li>Agility: Ball chasing</li> <li>Static balance: floor work</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance: on a line</li> <li>Static balance: stance</li> </ul>
	C	<ul style="list-style-type: none"> <li>Coordination: footwork</li> <li>Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>Coordination: sending and receiving</li> <li>Agility: reaction/ response</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance to agility: jumping &amp; landing</li> <li>Static balance: seated</li> </ul>	<ul style="list-style-type: none"> <li>Agility: Ball chasing</li> <li>Static balance: floor work</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance: on a line</li> <li>Static balance: stance</li> </ul>
Year 3/4	A	<ul style="list-style-type: none"> <li>Coordination: footwork</li> <li>Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>Agility: reaction/ response</li> <li>Static balance: floor work</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance to agility: jumping &amp; landing</li> <li>Static balance: seated</li> </ul>	<ul style="list-style-type: none"> <li>Agility: Ball chasing</li> <li>Static balance: stance</li> </ul>	<ul style="list-style-type: none"> <li>Coordination: sending and receiving</li> <li>Counter balance: with a partner</li> </ul>
	B	<ul style="list-style-type: none"> <li>Coordination: footwork</li> <li>Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>Agility: reaction/ response</li> <li>Static balance: floor work</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance to agility: jumping &amp; landing</li> <li>Static balance: seated</li> </ul>	<ul style="list-style-type: none"> <li>Agility: Ball chasing</li> <li>Static balance: stance</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic balance: on a line</li> <li>Coordination: ball skills</li> </ul>

Year 5/6	A	<ul style="list-style-type: none"> <li>• Coordination: sending and receiving</li> <li>• Agility: Ball chasing</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic balance to agility: jumping &amp; landing</li> <li>• Static balance: one leg</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic balance: on a line</li> <li>• Counter balance: with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Static balance: stance</li> <li>• Coordination: footwork</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination: ball skills</li> <li>• Agility: reaction/response</li> </ul>
	B	Revisit and revise	Revisit and revise	Revisit and revise	Revisit and revise	Revisit and revise
Secondary School	KS3	Setting a PB and achieving sporting awards at KS3	Performing a range of skills required at KS3 fluently and in combinations	Provide sensitive feedback, negotiate and collaborate in sports teams	Planning own warm ups and cool downs, identifying risks to safety	Outwit opponents, strategise and suggest patterns of play to achieve goals.

#### REAL PE- OTHER SPORTS

PHASE	Cycle Year	Swimming	REAL Dance/ Creative Skills	REAL Gym	Invasion Games	Athletics and Summer Sports
Rec/ Y1/Y2	A	Coach-led programme by ability groupings.	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Artistry musicality</li> <li>• Partnering shapes</li> <li>• Circles solo</li> <li>• Artistry abstraction</li> <li>• Artistry (making)</li> </ul>	<b>Gym</b> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Travel</li> <li>• Flight</li> <li>• Rotation</li> </ul>	<b>Multi-Skills</b> <ul style="list-style-type: none"> <li>• Spatial Awareness</li> <li>• Fundamental movement skills.</li> </ul> Running, Jumping, Skipping, Sidestepping.	<b>Athletics.</b> Becoming aware of speed of distance. Throwing for accuracy  <b>Striking and Fielding</b> Throwing towards a target and catching and throwing skills.
	B	Coach-led programme by ability groupings.	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Partnering shapes</li> <li>• Circles solo</li> <li>• Partnering circles</li> <li>• Artistry abstraction</li> <li>• Artistry (making)</li> </ul>	<b>Gym</b> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Travel</li> <li>• Flight</li> <li>• Rotation</li> </ul>	<b>Multi-Skills</b> Introduction to small/large ball work.  Rolling towards a target, bouncing and catching.  Receiving a moving a ball	<b>Athletics.</b> Running for speed and throwing for distance.  <b>Striking and Fielding</b> Striking a moving ball with a tennis racket,
	C	Coach-led programme by ability groupings.	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Partnering shapes</li> <li>• Circles solo</li> <li>• Partnering circles</li> <li>• Artistry abstraction</li> <li>• Artistry (making)</li> </ul>	<b>Gym</b> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Travel</li> <li>• Flight</li> <li>• Rotation</li> </ul>	<b>Multi-Skills</b> Introduction to games in pairs.  Applying simple tactics, turn taking and points scoring	<b>Athletics.</b> Jumping over obstacles and jumping for distance.  Running at different speeds and distances.  <b>Striking and Fielding</b> Hit a ball towards a target.
Year 3/4	A	Coach-led programme by ability groupings.	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Circles solo</li> <li>• Partnering shapes</li> <li>• Partnering circles</li> <li>• Artistry Abstraction</li> <li>• Artistry</li> </ul>	<b>Gym</b> <ul style="list-style-type: none"> <li>• Travelling</li> <li>• Rotation</li> <li>• Flight</li> <li>• Balance</li> </ul>	<b>Multi-Skills</b> Introduction to games such as basketball, Netball, Hockey and football.  Focus on skills such as dribbling, passing and shooting and apply those skills when necessary.	<b>Athletics.</b> Running for speed, jumping for distance and throwing for distance.  <b>Striking and Fielding</b> Throw, catch and bowl a ball with accuracy with improved technique.
	B	Coach-led programme by ability groupings.	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Circles solo</li> <li>• Partnering shapes</li> <li>• Partnering (lifts)</li> <li>• Partnering circles</li> <li>• Artistry</li> </ul>	<b>Gym</b> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Rotation</li> <li>• Flight</li> <li>• Travelling</li> </ul>	<b>Multi-Skills</b> Reinforce skills and begin to apply in small sided games.  Becoming confident in attack and defence.	<b>Athletics.</b> Applying tactics and technique to improve throwing, jumping and running.  <b>Striking and Fielding</b> Reinforce skills and apply skills in small sided games.

Year 5/6	A	Swim 25m independently	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Circles solo</li> <li>• Artistry Abstraction</li> <li>• Artistry musicality</li> <li>• Partnering (lifts)</li> <li>• Artistry</li> </ul>	<b>Gym (physical focus)</b> <ul style="list-style-type: none"> <li>• Hand apparatus</li> <li>• Low apparatus</li> <li>• Partner work</li> <li>• Large apparatus</li> </ul>	<b>Multi-Skills</b> Reinforce previous knowledge and improve skill set across a variety of team sports.  Begin to apply tactics to improve performance.	<b>Athletics.</b> Jumping in isolation and combination, Triple Jump.  Understand the different paces needed for different distances.  <b>Striking and Fielding</b>  Introduction to games such as cricket, Rounders and tennis. Reinforcement of the skills required to play these games.
	B	Swim 25m independently	<b>Dance</b> <ul style="list-style-type: none"> <li>• Shapes solo</li> <li>• Circles solo</li> <li>• Artistry Abstraction</li> <li>• Artistry musicality</li> <li>• Partnering (lifts)</li> <li>• Artistry</li> </ul>	<b>Gym (creative focus)</b> <ul style="list-style-type: none"> <li>• Hand apparatus</li> <li>• Low apparatus</li> <li>• Partner work</li> <li>• Large apparatus</li> </ul>	<b>Multi-Skills</b> Become confident in a variety of team sports and apply a variety of skills in game situations.  Children to apply tactics and able to evaluate own and team's performance	<b>Athletics.</b> Improve performance in all athletic disciplines. Apply tactics and technique to improve performance.  To become confident in athletic competition.  <b>Striking and Fielding</b>  To become confident in skills, rules and tactics of games such as rounders, cricket and tennis. Evaluate team and individual performance to improve performance.
Secondary School	KS3		Using variety and creativity in the making and performance of a range of dances.	Engage an audience using variety and creativity	Know rules of various invasion games, strategise and participate in competitions.	