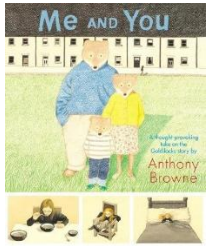
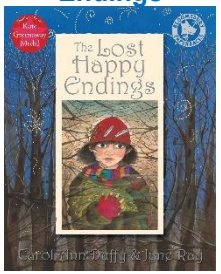
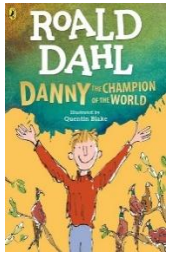
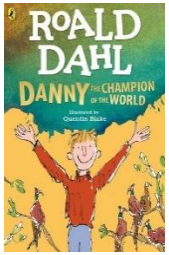
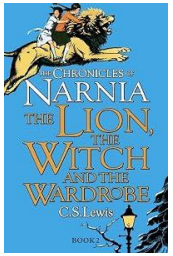
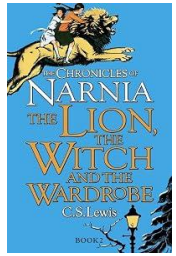
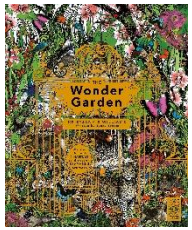
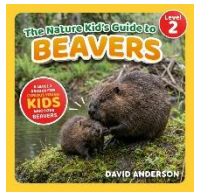
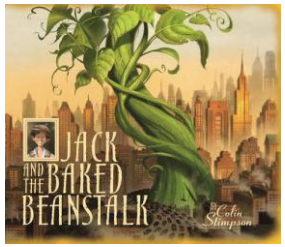
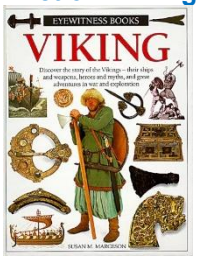
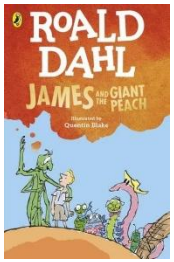
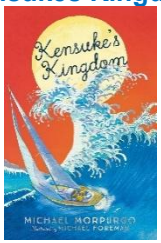
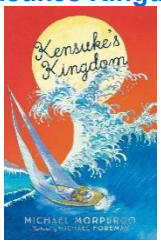
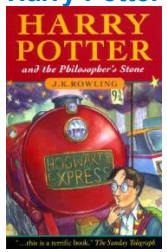
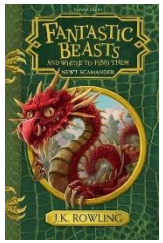
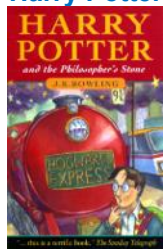
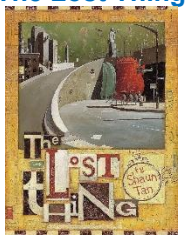
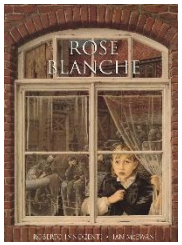
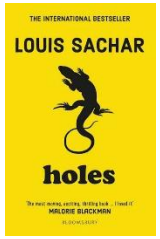
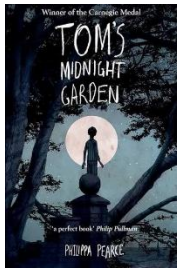
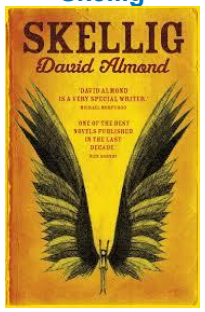
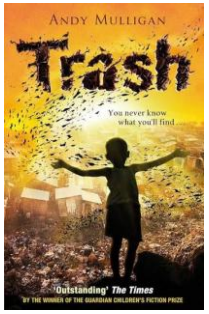
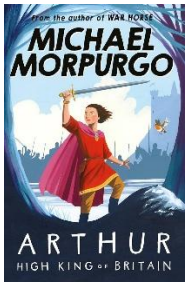
Guilsborough C of E Primary School 2026-27

English Novel Study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Communication and Language Y1: Spoken Language	The development of children's spoken language underpins all curriculum areas. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
EYFS/Y1 **Literacy Texts** (Texts might change in response to children's interests). **Daily Storytime**	Phase 1 Meg and Mog	Phase 1 Pumpkin Soup	Phase 2 The Great Explorer	Phase 2 Night Monkey Day Monkey	Phase 3 The Three Little Pigs	Phase 3 What the Ladybird Heard
	Phase 1 Owl Babies	Phase 1 – more sentence structures The Naughty Bus	Phase 2 Lost and Found	Phase 2 Whatever Next	Phase 3 The Little Red Hen	Phase 3 consolidate Tad
	Phase 1 We're Going to find the Monster	Phase 1 – more sentence structures The magic Train Ride	Phase 2 Night Pirates	Phase 2 – consolidate On the way back Home	Phase 3 Handa's Surprise	Phase 3/4 Monkey Puzzle
Y2/3	**Me and You**  **Genre:** Character Description **Grammar:** Prepositions, conjunctions and adjectives	**The Lost Happy Endings**  **Genre:** Character and Setting Description **Grammar:** Adjectives, punctuation in a list, direct speech	**Danny the Champion of the World**  **Genre:** Beginning of a story **Grammar:** Direct speech, sustain past tense, conjunctions to order events	**Danny the Champion of the World**  **Genre:** Simple retelling – middle of a story **Grammar:** Adjectives before nouns, time prepositions, sustain past tense	**The Lost Lion, The Witch and The Wardrobe**  **Genre:** Simple Retell Beginning, Middle and End. **Grammar:** Adverbials, direct speech, accurate descriptive vocabulary	**The Lion, The Witch and The Wardrobe**  **Genre:** Recount fictional letter **Grammar:** Cohesion, conjunctions and sustain tense

	Genre: Recount a fictional diary entry **Grammar:** Adjectives, conjunctions and adverbs of time	**Genre:** Instructions **Grammar:** Conjunctions, command verbs, prepositions of time	**Non-Fiction: The Wonder Garden**  **Genre:** Non-chronological report **Grammar:** Questions, paragraphs, conjunctions	**Genre:** Performance Poetry - Rhythm and imagery - Pace and volume - Movement	**Non-Fiction: Beavers**  **Genre:** Non-chronological report **Grammar:** Adverbs, sustain an idea and conjunctions	**Genre:** Simple Retell Beginning, Middle and End **Grammar:** Speech, conjunctions, varied and rich vocabulary
Y4/5	**Jack and The Baked Beanstalk**  **Genre:** Character Description **Grammar:** fronted adverbials, adjectives and to state and sustain **Non-fiction: Viking**  **Genre:** Non-Chronological Report	**James and the Giant Peach**  **Genre:** Diary **Grammar:** relative clauses of 'who', modal verbs and brackets **Genre:** Narrative- Opening and Cliffhanger **Grammar:** fronted adverbials, relative clauses of 'which' and direct speech	**Kensukes Kingdom**  **Genre:** Setting Description **Grammar:** expanded noun phrases, conjunctions and using precise verbs and adjectives **Genre:** Explanation **Grammar:** fronted adverbials, using 'when' and 'if' and relative clauses	**Kensukes Kingdom**  **Genre:** Narrative- First Person Narrative **Grammar:** personification, reporting clauses and present perfect verbs **Genre:** Performance Poetry - Rhythm and imagery - Pace and volume - Movement	**Harry Potter**  **Genre:** Narrative- Describing Atmosphere **Grammar:** fronted adverbials, personification and relative clauses **Non-Fiction: Fantastic Beasts**  **Genre:** Balanced Report	**Harry Potter**  **Genre:** Persuasion **Grammar:** modal verbs, adverbs of possibility and dashes **Genre:** Narrative- Short Story **Grammar:** speech to advance the plot and using conjunctions

	Grammar: fronted adverbials, using 'so' and 'and' and starting a new paragraph				**Grammar:** modal verbs, adverbs, brackets and dashes and sentence types	
Y6	**The Lost Thing**  Genre: Diary Writing Grammar: before, when, after, repeated words and dash. **Rose Blanche**  Genre: Formal Letter of Persuasion Grammar: formality, causal conjunctions and modal verbs and adverbs of possibility.	**Holes**  Genre: Non-Chronological Report Grammar: passive voice, technical/scientific vocabulary and brackets. Genre: Story – Middle - Dilemma Grammar: time and place adverbials, synonyms for nouns and character's interactions.	**Tom's Midnight Garden**  Genre: Character and Setting Atmosphere Grammar: personification, dialogue and semicolons Genre: Persuasion Grammar: colons, relative clauses and information language.	**Skellig**  Genre: Short Story Grammar: formal and informal language in dialogue and time and place adverbials Genre: Non-Chronological Report Grammar: conjunctions cohesively and pronouns. Genre: Discussion Grammar: formal tone, passive voice and adverbials.	**Trash**  Genre: Character Setting Atmosphere Grammar: personification, dialogue. Genre: Diary Grammar: parathesis and sentence types. Genre: Persuasion Grammar: modal verbs and adverbs and adverbials.	**Arthur High King of Britain**  Genre: Story - Middle Dilemma Grammar: formal and informal language in dialogue and shift in tense. Genre: Formal Letter Grammar: sentence structures/ types to include fronted adverbials, relative clauses, subordinating conjunctions etc and shift between tenses. Genre: Diary – log Grammar: informal language, shift atmosphere and changing location or introducing an opposing event.

Maths

Maths is taught using a mixed age scheme of learning designed for whole class teaching.
The schemes include full coverage of both year groups' National Curriculum content.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Baseline** **Getting to know you** **Number:** Match, sort and compare. **Measurement:** Talk about measure and patterns **Number:** It's me 1,2,3	**Geometry:** Circles and triangles **Number:** 1, 2, 3, 4, 5 **Geometry:** Shapes with 4 sides	**Number:** Alive in 5 **Measurement:** Mass and capacity **Number:** Growing 6, 7, 8 **Measurement:** Length, height and time.	**Number:** Building 9 and 10 **Geometry:** Explore 3D shapes	**Number:** To 20 and beyond, How many now? **Geometry:** Manipulate, compose and decompose **Number:** sharing and grouping.	**Geometry:** Visualise, build and map **Make connections**
	All learning is based on The 5 Principles of Counting, taught specifically and woven through our Continuous Provision					
Year 1	**Number:** Place Value (within 10) Addition and Subtraction (within 10)	**Number:** Addition and subtraction **Geometry:** Shape	**Number:** Place value (within 20), addition and subtraction (within 20)	**Number:** Place value (within 50) **Measurement:** Length and height, mass and volume	**Number**: Multiplication and division, Fractions	**Geometry:** position and direction **Number:** place value (within 100) **Measurement:** Money, Time
Year 2/3	**Number**: Place Value (Y2 within 100, Y3 within 1000) Addition and Subtraction (including money)	**Number**: Addition and Subtraction Multiplication	**Number:** Division **Statistics** **Measurement:** Length and Height	**Geometry:** Shape, position and direction (Y2), perimeter (Y3) **Number:** Fractions	**Measurement:** Time **Problem solving and efficient methods**	**Measurement:** Mass, capacity and (Y2 Temperature) Consolidation and investigations
Year 4/5	**Number**: Place Value Addition and Subtraction	**Number**: Multiplication and Division **Measurement:** Length, perimeter and area	**Number**: Multiplication and Division Fractions	**Number**: Fractions Y4 Decimals Y5 Percentages	**Number:** Decimals Y5 money **Measurement**: Time **Statistics**	**Geometry**: Properties of shape Position and direction **Y5 Measurements:** converting units and volume
Year 6	**Number:** Place Value Addition, subtraction, multiplication and division	**Number:** multiplication and division Fractions **Measurements:** Converting units	**Number:** Ratio Algebra Decimals	**Number:** Fractions, decimals and percentages **Measurement:** Area, perimeter and volume **Statistics**	**Geometry:** Shape Position and direction **+ themed projects, consolidation and problem solving**	**Themed projects, consolidation and problem solving**

RE

Year group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS/Year 1	1.2 - Who do Christians say made the world? (Harvest)	F2 – Why do Christians perform nativity plays at Christmas?	F1 – Why is the word God so important to Christians?	F6 What times/ stories are special and why?	F4 – Who am I? Where do I belong?	1.8 - What does it mean to belong to a faith community?
Year 2/3	L2.2 - What is it like to follow God?	1.4 - What is the good news that Jesus brings? Part 2	L2.1 - What do Christians learn from the creation story?	L2.5 - Why do Christians call the day Jesus died 'Good Friday'?	1.6 - Who is Muslim and how do they live? Part 2	Who is Jewish and how do they live? Part 1
Year 4/5	L2.10 - How and why do people mark significant life events?	U2.3 - How can following God bring freedom and justice?	L2.9 - How do festivals and worship show what matters to a Muslim?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 Christians and how to live: what would Jesus do?	L2.9 What are the deeper meaning of festivals? Focus on Judaism
Year 6	U2.15 - Why do Hindus want to be good?	U2.4 - Why do Christians believe that Jesus was the Messiah?	U2.2 Creation and science: conflicting or complementary?	U2.7 - What difference does the resurrection make to Christians?	U2.10 Why is the Torah so important to Jewish people?	U2.13 Why is pilgrimage important to some religious believers?

Understanding Christianity Judaism Islam Sikhi Hinduism Thematic (making links to other religions/world views)

History

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Y1	To follow the Understanding of the World area in EYFS Curriculum. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.					
	Florence Nightingale			Neil Armstrong		St. Etheldreda – historical significance to the local community
Y2/3	The Great Fire of London		David Attenborough (NC: the lives of significant individuals)		Silverstone (NC: significant historical events, people and places in their own locality).	
Y4/5	The Vikings and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor	The Vikings and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor			Britains settlement by Anglo-Saxons and Scots	
Y6	Ancient Greece	Ancient Greece			Tudors	

Subject highlighted are linked to our local area

Geography

Year	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Y1	To follow the Understanding of the World area in EYFS Curriculum. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasonal changes.					
		Seasons		The United Kingdom		Local Study – Our School
	Alongside direct teaching, opportunities are planned within the continuous provision and linked to texts to apply, consolidate and extend geographical learning, particularly related to fieldwork, including mapwork.					
Y2/3		Planet Earth		Volcanoes and Earthquakes		European Geography – Italy and Iceland
Y4/5			The River Thames	The River Thames		London
Y6			Rainforest Biome	Why the Amazon Rainforest Matters		Why deforestation occurs

Science

Year	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To follow the Understanding of the World area in EYFS Curriculum Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
EYFS/ Y1	**Biology** Humans - Body Parts **Seasonal Changes**	**Biology** Plants-Trees **Seasonal Changes**	**Physics** Everyday Materials- Naming Materials **Seasonal Changes**	**Physics** Everyday Materials- Properties **Seasonal Changes**	**Biology** Plants- Flowers **Seasonal Changes**	**Biology** Animals-Groups **Seasonal Changes**
	Working Scientifically (Procedural Knowledge) is taught throughout each unit. Alongside, direct teaching, opportunities are planned within the Continuous Provision to apply, consolidate and extend scientific learning.					
Y2/3	Biology Animals including Humans: Survival and growth	Biology Animals including humans: Nutrition and skeletons	Biology Living Things and their habitats and micro-habitats	Biology Living things: classification keys	Biology Plants: growth, seeds and bulbs	Biology Plants: Life cycles and reproduction
Y4	Physics Sound	Chemistry States of Matter	Biology Animals including humans: Digestion, teeth and food chains	Biology Animals including humans: Digestion, teeth and food chains	Physics Electricity	Biology Living Things and their habitats: Grouping and Classification AND environment
Y5	Physics Forces	Physics Properties and changes of Materials	Biology Living things and their habitats: recognise that environments can change and that this can sometimes pose dangers to living things.	Biology Animals including humans: changes as humans develop to old age?	Biology Living things – differences in life cycles of a mammal, an amphibian and a bird AND life process of reproduction in some plants and animals.	Physics Earth and Space
Y6	biology Animals including humans: circulatory system and lifestyle	Evolution and Inheritance	Physics Light	Physics Electricity	Biology Living Things and their habitats: Differences in life cycles AND life process of reproduction in some plants and animals	Biology Living Things and their habitats: Classification

Design and Technology

Year	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Y1	This will be taught through expressive arts and design and understanding the world and within key areas of the Early Year Foundation Stage					
	Junk Modelling		Bookmarks		Boats	
Y2/3	Structures: A chair for a bear		Mechanisms: Fairground wheel		Making a moving monster	
Y4/5	Structures: Helmets		Structures: Product packaging		Cooking and nutrition: Eating seasonally	
Y6	Textiles: Bags		Mechanical systems: Gears and pulleys		Cooking and nutrition: Eating seasonally	

Art and Design

Year	Autumn		Spring		Summer	
EYFS/Y1		Marvellous Marks		Paint My World		Clay
Y2/3		Drawing: Exploring line and shape		Painting and mixed media: Colour splash		Painting and mixed media: Life in colour
Y4/5		Painting and mixed media: Light and dark		Drawing: Developing drawing skills		Craft and design: Fabric of nature
Y6		Drawing: Depth, emotion and movement		Painting and mixed media: Portraits		Drawing: Expressing ideas

Computing - Online Safety is also taught throughout the year

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Online Safety: Delivered throughout the year using 2BeSafe – Being Safe in a Digital World					
EYFS	ICT is used to support children's learning and communication across all the different areas of learning (Mini Mash / ipads / beebots)					
Year 1	Introduction to PM	Creative Computing	Data Explorers	Creating & Following Instructions	Animated Stories	Coding
	Technology Around Us	Making Beats				
	Online Safety to be taught outside of computing lessons using 2BeSafe					
Y2/3	Y2 Creating Pictures	Y3 Route Planners	Y2 The Internet	Y2 Presenting Ideas	Y3 Presentations	Y2 Spreadsheets
	Y3 Spreadsheets					
	Online Safety to be taught outside of computing lessons using 2BeSafe					
Y4/5	Y4 micro:bits	Y5 micro:bits	Y4 Logo	Y4 Unpacking Hardware and Software	Y5 Databases	Y4 Introduction to AI
	Y5 Word Processing	Y5 Concept Maps	Y4 Sound Stories* 4 Sessions			
	Online Safety to be taught outside of computing lessons using 2BeSafe					
Y6	Y6 Coding Catch Up	Y6 Coding	Y6 Networks	Y6 Data Detectives	Introduction to Python	Y6 Graphing
	Y6 3D Modelling	Y6 Spreadsheets* 6 Sessions can be compressed to 5				
	Online Safety to be taught outside of computing lessons using 2BeSafe					

Music

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Each Unit of Work comprises the of strands of musical learning which correspond with the National Curriculum for music: Listening and Appraising; Singing; Playing instruments; Improvisation; Composition; Performing (See Music Progression Docs)						
The following interrelated dimensions of music are at the centre of all learning: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.						
Year EYFS/1	Introducing Beat How can we make friends when we sing together?	Singing in harmony: Nativity	Introducing Tempo & Dynamics How does music make the world a better place?	Combining Pulse, Rhythm and Pitch How does music help us to understand our neighbours?	Having Fun with Improvisation What songs can we sing to help us through the day?	Explore Sound and Create a Story How does music teach us about looking after our planet?
	Alongside direct teaching, opportunities for music are planned for within the continuous provision, including carpet-times, for children to create music using their voice, instruments and other resources.					
Year 2/3	Developing Notation Skills How does music bring us closer together?	Singing in harmony: Nativity	Composing using your imagination How does music make the world a better place?	Sharing musical experiences How does music help us get to know our community?	Learning more about musical styles How does music make a difference to us every day?	Recognising different sounds How does music connect us with our planet?
Year 4/5	Interesting Time Signatures How does music bring us closer together?	Combining Elements to Make Music How does music connect us with our past?	Developing Pulse & Groove Through Improvisation How does music improve our world?	Creating Simple Melodies Together How does music teach us about our community?	Connecting Notes and Feelings How does music shape our way of life?	Purpose, Identity and Expression in Music How does music connect us with the environment?
Year 6	Music and Technology How does music bring us closer together?	Developing Ensemble Skills How does music connect us with our past?	Creative Composition How does music improve our world?	Musical Styles Connect Us How does music teach us about our community?	Improvising with Confidence How does music shape our way of life?	Farewell Tour How does music connect us with the environment?

PE

Lessons taught by teacher / Lessons taught by Pacesetters and upskilling

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/1	Gymnastics Me and Myself	Dance Ball Skills	Dodgeball Fun and Games	Gymnastics Working with Others	Fitness/Maypole Movement development	Athletics Outdoor Adventure Activities
Year 2/3	Football Dance	Aussie Rules/Rugby Gymnastics	Netball Gymnastics	Dodgeball Dance	Cricket/ Rounders Fitness	Athletics Outdoor and adventures
Year 4/5	Football Gymnastics	Aussie Rules/Rugby Dance	Netball Gymnastics	Dodgeball Dance	Cricket/Rounders Fitness	Athletics Outdoor and adventures/ Swimming
Year 6	Football Gymnastics	Aussie Rules/Rugby Dance	Netball Gymnastics	Dodgeball Young leaders award	Young Leaders award/ Fitness Outdoor and adventures	Athletics Cricket Rounders Swimming (children who haven't achieved their 25 meters & life savers award)

PSHE

Year	Autumn1 GET HEARTSMART	Autumn2 DON'T FORGET TO LET LOVE IN!	Spring 1 TOO MUCH SELFIE ISN'T HEALTHY	Spring 2 DON'T RUB IT IN, RUB IT OUT	Summer 1 FAKE IS A MISTAKE	Summer 2 NO WAY THROUGH ISN'T TRUE
EYFS/Y1	Power Feelings Bingo What goes in, must come out Guess Who? Healthy Choices	Pants Truth or Lies Would you Rather? Marshmallow Test Take care of me	Who's Missing? The Smartest Giant in Town Who Looks After Me? Teamwork Monsters University Helping Boris	Goldilocks and Baby Bear Forgiveness Fizz Chalk faces Disappointed Robots Builders and Wreckers	The Best Me Don't Hide What's Inside! Mask Making Telephone Whispers Smile	Mission Possible Tummy Talk Seeds of Potential Hearts that Dream Love a lot, Miss a lot ***RSE: YR -*** *Family and Friendship* ***Y1 –*** *Growing and Caring*
Y2/3	Batteries Inside Out Guard your Heart My Squad Full or Empty	Wear it with pride Love is... Moana Growing Gratitude Love yourself	Flip your phone What's your emergency? Elizabeth Everest No man is an island Padlocked Privacy	Magic water Play it out Balloon blast Marble Jar Who am I?	Spot the Difference Shame Detectives Circle of Truth Build on Truth Allergy Allies	Snakes and Ladders Get Back Up I Can Help Dream Attitudes Embracing Change ***RSE: Y2 –*** *Differences* **Y3 –** Valuing Differences and Keeping Safe
Y4/5	Words have power. Reap what you sow. Wily wolf. Family recipe. Healthy minds.	Heart to heart. Brilliant me. One in a million. Don't' agree with 'I don't like me'. Hands up!	What's missing? Guess my feelings. Unseen heroes. Teamwork. True smart phone.	Saying sorry. Pass through the pain. Good/bad stress. Boundaries. Be kind online.	Human beings not human doings. Voice of love. Speak truth. Dare to be different. Risky business.	Endurance exhibition. Habits – help or hinder? Just keep swimming. Dreamers. Changing me! ***RSE: Y4 –*** *Growing up* ***Y5 -*** Puberty
Y6	Intro - Get HeartSmart Get HeartSmart Powerful Poses Stone Trainers Secret Scenarios Tying the Know Healthy Food, Healthy Heart	Don't Forget to Let Love In! Don't Forget to Let Love In. What are you worth? People Say I Am Thumbs Up Gratitude Jar Signs to Spot	Too Much Selfie Isn't Healthy Too Much Selfie Isn't Healthy All the Same, All Different Listen Up! You Go Before Me Growing Together Social Media – Good or Bad	Don't Hold On to What's Wrong! Don't Hold On to What's Wrong Work it Out Power of Forgiveness Ways to Say Bit by Bit	Fake is a Mistake! Fake is a Mistake! This is Me! HeartSmart Self-Talk Boundaries for Respect Vaccines: Facts vs Fake News! Fix it, Find out, Fit in!	'No Way Through' isn't True! 'No Way Through' isn't True! The bridge to yet Self awareness Hearts filled with hope Where the magic happens Under construction – Teenage brain ***RSE: Y6 –*** *Puberty, Relationships and Reproduction*

MFL - Spanish

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3	Colours & Numbers In this unit pupils will learn to count to 10 as well as learning 10 common colours	The Circus In this unit pupils will learn 7 circus acts (nouns and definite articles/determiners)	Seasons In this unit pupils will learn the four seasons of the year, highlighting a key feature for each season.	Superheroes Pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to).	Let's Go to the Park In this unit, pupils will learn some key feelings/emotions in based on the story of Lola and Leo as they encounter different scenarios on their day out in the park.	
Year 4/5	Phonics 1 and 2 Instruments In this unit pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish.	Seasons In this unit pupils will learn the 4 seasons of the year along with 2 phrases for each season in Spanish.	Vegetables In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	Ice-Creams In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish.	Presenting Myself By the end of this unit pupils should have the knowledge and skills to present themselves both orally and in written form in Spanish.	
Year 6	Phonics 3 and 4 Do You Have a Pet? By the end of this unit pupils should have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish.	Family By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish.	At the Café By the end of this unit, pupils should have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería.	What's the weather like? By the end of this unit pupils should have the knowledge and skills to describe the weather and present a weather forecast in Spanish	Planets In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions.	
	Key: Starting Off Moving On Early Language Teaching Intermediate Teaching Progressive Teaching					