

Broke Hall Primary School

Curriculum Overview – Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasonal changes (2 lessons)	Everyday Materials (classifying)	Animals including humans (observation and comparison)	Seasonal change (2 lessons) Sound and Hearing	Plants (observations and comparison)	Seasonal change (2 lessons) Further investigation
Year 2	Animals including humans (life cycles and observation of growth)	Uses of everyday materials	Living things and their habitats (observation, labelling, simple food chains)	Variation	Plants (growing)	Further investigation
Year 3	Rocks and soils- classify rocks and soils.	Magnets and Forces – Pushes, pulls, magnetism	Animals including humans (classifying food and nutrition. Parts and functions of the skeleton) mans	Plants – (parts, functions of parts and life cycle)	Further investigation	Light – (shadows, reflection, sun safety)
Year 4	States of Matter (solids, liquids, and gases)	Sound	Electricity (simple circuits, conductors, and insulators)	Animals including humans (digestive system, teeth, and food chains)	Living things and their habitats (classification)	Further investigation
Year 5	Forces	Properties and changes in materials	Earth and Space	Living things and their habitats (life cycles)	Further investigation	Animals including humans (changes to old age)
Year 6	Living things and their habitats (formal classification)	Evolution and inheritance	Animals including Humans (circulatory system)	Light	Electricity (controlling variables & circuit diagrams)	Further investigation

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Curriculum Overview – Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Special Books (5 lessons)	Why do Christians give gifts? (5 lessons)	Our Wonderful World (6 lessons)	What did Jesus teach us? (6 lessons)	What do Hindus celebrate?	What do Muslims celebrate?
Year 2	Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Judaism – Why is the Torah special?	Christianity – Rites of Passage	What do Sikhs believe?
Year 3	What do signs and symbols mean in religion?	Hinduism – How and why do Hindus celebrate Diwali?	Christianity - Compare with our life today at do we know about Jesus?	Jewish Celebrations	Christianity – what is the Bible and why is it important for Christians?	Islamic Rites of Passage
Year 4	Sikh - Rites of Passage	Christianity – Christmas journeys	Hindu worship at home and in the mandir	Christianity – why is Easter Important?	Buddhist Festivals	Belonging and Identity
Year 5	Christianity – Where did the Bible come from?	Stories of Christianity	Jewish worship and community	Buddhist worship and beliefs	Why is Mohammad important to Muslims?	Belief in our community
Year 6	Stories of Hinduism	What is a church?	What is the Qur'an and why is it important for Muslims?	How do people express their faith through the arts?	Sikh worship and community	What happens when we die?

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Curriculum Overview – Design and Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Mechanisms - Designing a moving model - paper toys and optical illusion spinner		Bookmarks - Sewing			Cooking – Teddy Bears Picnic
Year 2		Textiles - Sewing puppets		Cooking- Pizza	Planes Moving mechanism (sliding pictures)	
Year 3		Textiles - Sewing Seasonal Stockings		Cooking - Pasta salad		Mechanisms - Photograph frames
Year 4		Textiles - Anglo Saxon purses		Mechanisms – Light up signs		Cooking Seasonal Cooking
Year 5		Textiles – Beach Bag		Mechanisms - Cam Toy	Cooking – bread rolls	
Year 6	Textiles - Sewing a phone case			Cooking - Chocolate Truffles		Mechanisms - Bridges

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Curriculum Overview – Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spirals – using drawing collage and mark-making to explore spirals. Introducing sketchbooks			Exploring Flora and Fauna – exploring how artists are inspired by plants and animals. Minibeast collages		Nature Sculpture Using the natural environment to create and inspire 3D sculptures including at the seaside
Year 2	Exploring the world through monoprint – using a simple monoprint technique to develop drawing skills, encourage experimentation and ownership.		Landscapes and cityscapes – Compare and contrast the work of Monet, Van Gogh and Metzinger		LS Lowry – who was Lowry? Lowry’s palette. Perspective. Buildings. Figures. Collage.	
Year 3	Working with shape and colour - “Painting with scissors”. Collage and stencil in response to looking at artwork		Cloth, thread and paint. Exploring how artists combine media to create work in response to landscapes (including mountains and volcanoes)		Making animated drawings. Exploring how to create simple moving drawings by making paper puppets and animate them using tablets (inc. computing unit)	
Year 4	British art – John Brunson – line and form.		Exploring still life – explore artists working in the genre of still life – both contemporary and traditional. Create their own still life.			Festival feasts – drawing and making inspired by food. How might we use art and food to bring us together?
Year 5		Seascapes - painting	Typography and maps – using drawing and design skills to create personal and highly visual maps			Fashion design – Barbie/Ken doll transformation using Modroc to create historical figures/costume.
Year 6		Plants and flowers - reduction printing. Create a three colour reduction print. Considering negative space.	Activism – explore how artists use their skills to speak on behalf of communities. Making art about things we care about		2D drawing to 3D making. Exploring how 2D drawings can be transformed into 3D objects.	

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Curriculum Overview – Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 <i>Whole class handbells</i>	Hey you	Rhythm in the way we walk and banana rap.	In the groove	Round and round	Your Imagination	Reflect rewind and replay.
Year 2 <i>Whole class ocarinas</i>	Ocarinas Hands, Heart, Feet	Ocarinas Winter Music with BBC Bring the Noise	Ocarinas I Wanna Play in a Band	Ocarinas Zootime	Ocarinas Friendship Song	Ocarinas Composing unit
Year 3 <i>Whole class Recorders</i>	Let your spirit fly (Charanga)	Glockenspiel Stage 1	Three Little Birds (Charanga)	The Dragon Song (Charanga)	Music Technology Yu Studio	Bringing us together
Year 4 <i>Whole class ukuleles</i>	Ukuleles Abba’s music Examining stringed instruments Pitch	Ukuleles Beethoven’s music Strumming rhythms Dynamics	Ukuleles Mozart’s music Compare and contrast Chord progression Mood and texture	Ukuleles Elgar’s music What are “The Proms”? Reading music Timbre	Ukuleles Improvising Rhythm boxes New chords	Ukuleles Composition unit Using notation Repertoire for a concert
Year 5 <i>Whole class violins</i>	Living on a Prayer Violin	Make you feel my love Violin	Fresh Prince of Bel Air	Classroom Jazz 1	Dancing in the street	Music Technology
Year 6 <i>Djembe drums and glockenspiels</i>	Djembe course on Charanga	Djembe course and preparation for Carol Concert	Classroom Jazz 2	Garage band on iPad for composition	Music and Me (Charanga)	You’ve Got a Friend

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Curriculum Overview – History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Toys through time			Transport	Off to the Seaside	
Year 2	The Great Fire of London		People who brought change (study of famous people linked by theme including local link to Elizabeth Garret Anderson)		First Flight (including local link to Edith Maud Cook)	
Year 3	Stone Age to Iron Age			The Roman Empire	Roman Britain in our local area (Colchester)	
Year 4	Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England			
Year 5			The achievements of other Ancient Civilizations	The achievements of the Ancient Egyptians	Early Islamic civilization	
Year 6	Crime and Punishment		Ancient Greek life, influence and achievement			Beyond Face Value – bias, perspective and reliability

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Curriculum Overview – Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p><u>Where do I live?</u> The UK (countries) Our address and where it is located (town) Local walk Simple mapwork Continents</p>		<p><u>Around the world</u> To be able to locate Europe on a world map and identify some of its countries and features. To be able to locate on a world map and explore the features and characteristics of: Asia/China. Australia Kenya North America/USA South America/Brazil Antarctica</p>		<p><u>The four seasons</u> Months Seasons Weather</p>
Year 2		<p><u>Maps and mapping</u> To name and map the capital cities of England, Wales, Scotland and Ireland. To name and map the oceans and seas around Britain. To locate and map the continents and oceans and Equator. To use compass directions and directional language to describe the location of features and routes on a map. To use locational and directional language and to describe the location of features and routes on a map To devise a simple map of the school, identify features using a key.</p>		<p><u>Ipswich and contrasting location.</u> Nearby locations seaside/countryside e.g., Felixstowe and surrounding countryside villages e.g. Withesham Understand geographical similarities and differences, key physical and human features. Opinions/ views on a place. Field trip Foxburrow Farm and local walk</p>		<p><u>On Safari –Kenya</u> To locate Africa on a world map and identify the country of Kenya To explore: Climate and weather, animals of Kenya, people and culture To be use compass points to navigate around a map. Landscapes of Kenya Similarities and differences to the UK</p>
Year 3		<p><u>The Mediterranean</u> What's on the map? Bird's eye view of Europe</p>	<p><u>Earthquakes and Volcanoes</u> Understand structure of</p>			<p><u>Where does our food come from?</u> Understand that the food comes from</p>

		<p>Is Europe a proper continent? Is the Mediterranean a proper sea?</p> <p>What's so special about the Mediterranean?</p> <p>Zoom in on Italy: A country of cities and regions.</p> <p>Zoom in on Bologna and the Bolognese – A City of Education and a City of Food</p> <p>Everyday Life in Bologna</p>	<p>Earth</p> <p>Tectonic plate</p> <p>Describe how earthquakes are created</p> <p>Understand what a volcano is and where they are in the world</p> <p>What happens when a volcano erupts?</p> <p>What are the features of a volcano?</p> <p>Explore life in volcanic areas</p>			<p>different places including food production in the UK.</p> <p>Know how land in temperate, tropical climate and Mediterranean zones are used to produce food and how they can be adapted to achieve more yield.</p> <p>Explain and describe the trade links that enable food from around the world to be sold in the United Kingdom</p>
Year 4		<p><u>Village Settlers</u></p> <p>How does physical geography change between locations?</p> <p>Why have people chosen to settle in Britain over time?</p> <p>(map reading, geographical features, settlements, place names)</p>		<p><u>Shackleton's Antarctica</u></p> <p>Antarctica key features.</p> <p>Fascinating imagery, identification of features of Antarctic geomorphology.</p> <p>Climate zones and poles-physical geography</p> <p>Route taking (Endurance expedition)</p> <p>Living and learning on the ice, mapping, grid references, terrain</p> <p>Antarctica day-living classroom/research station</p>		<p><u>The United Kingdom</u></p> <p><u>The British Isles, UK, and GB.</u></p> <p>Name and locate topographical features.</p> <p>Track and trace countries and products.</p> <p>Famous football cities-economic and industrial growth and change.</p> <p>Cities of contrast (Birmingham and Blackpool).</p> <p>Best of British –migration, multiculturalism, key aspects of being British.</p>
Year 5	<p><u>Rivers and coastal systems</u></p> <p>Locate rivers in the UK and around the world</p> <p>Course of River – erosion, transportation, and deposition</p> <p>What is the same/different about the Orwell and the Nile?</p> <p>Define coast and understand the features of a coastline and how they are formed.</p> <p>Understand how people prevent erosion by building sea defences</p>		<p><u>Water world</u> (Spring 2024)</p> <p>Biomes and Climate zones</p> <p>Rivers and Coasts</p> <p>Water on our planet</p> <p>Water cycle</p> <p>How we use water</p> <p>Water for power</p>			<p><u>Mountains and Earthquakes</u></p> <p>Mount Everest</p> <p>Mapping mountains</p> <p>The formation of mountains</p> <p>Earthquakes</p> <p><u>Earning a living (2023)</u></p> <p>Explain why jobs are important</p> <p>Group jobs by sector</p> <p>Know industries of the UK</p> <p>How people earn money</p> <p>Unemployment and its effects</p>

	Coastline changes through erosion. Compare and contrast East Anglian coastline to other coasts (Field trip Dunwich)					
Year 6		<u>Global Trade</u> How did trade become Global? Food and Global trade The Global supply chain What does the UK export and where? Investigating fairtrade Highest value exports		<u>United States of America</u> What are some of the geographical features of USA (canyons, valleys, plains) Where are all the people? Challenged by water: floods and drought Food and farming in the USA New York through time.	<u>Sustainable Development</u> The environment and sustainability (the carbon cycle) Evolution and adaptation 'Discovering the Galapagos'	

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Curriculum Overview – Computing

		Autumn 1	Autumn 2	Spring 1 Safer Internet Day	Spring 2	Summer 1 Whole school online safety focus	Summer 2
Yr.1	Reminder of online safety rules, expectations etc.	Algorithms and programming: BeeBots		Online safety focus – inc. Safer Internet Day	Data: Grouping data - Labels (Offline - links to maths - sorting)	Digital Literacy: Creating media – digital painting (Paint)	Creating media – digital writing (Word)
Yr.2		Making music - chrome Musiclab https://musiclab.chromeexperiments.com/	Digital Literacy: Digital photography - using iPads.	Online safety focus – inc. Safer Internet Day	Algorithms and programming: BeeBots into Scratch JNR	Online safety unit	Data: pictograms https://www.j2e.com/jit5#pictogram (Link to maths)

Yr.3		Algorithms and programming: Scratch JNR into Scratch	Online safety focus	Data: Branching databases https://www.i2e.com/jit5#branch (Link to science classifying)	Digital Literacy: Desk Top Publishing (Word)	Stop frame animation iMotion (link to plants in science?)
Yr.4		Digital Literacy: Audio editing - PowerPoint using audio (Anglo Saxons)	Online safety focus – inc. Safer Internet Day Data: Data Logger		Algorithms and programming: Crumble Playground (Link to The Iron Man)	Online safety focus
Yr.5		Algorithms and programming: Crumble line following	Online safety week – inc. Safer Internet Day	Data: databases - Excel	Digital Literacy: Vector drawing	Video editing -promotional video of school, using green screen
Yr.6		Digital Literacy: Webpage creation (non-linear information text using PPT – link to history or science)	Online safety focus – inc. Safer Internet Day	Algorithms and programming: CoSpace	Online safety focus	Data: Flat file databases

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Curriculum Overview – Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Dance Body Management	Gymnastics Body Management	Dance Co-operate and solve problems	Gymnastics Manipulation and coordination	Speed, agility, travel Cooperate and solve problems	Manipulation and coordination Speed, agility, travel
Year 1	Dance Attack, defend, shoot	Gymnastics Hit, catch, and run.	Dance Send and return.	Gymnastics Run Jump Throw	Attack Defend Shoot Run Jump Throw	Hit Catch Run Send and Return
Year 2	Gymnastics Attack Defend	Dance Hit, catch, and run.	Gymnastics Send and return	Dance Run jump Throw	Attack Defend Shoot Run Jump Throw	Hit Catch Run Send and Return

	Shoot					
Year 3	Gymnastics	Dance	Gymnastics	Dance	Cricket	Rounders
	Football	Handball	Basketball	Netball	Tennis	Athletics
Year 4	Gymnastics	Dance	Gymnastics	Dance	Cricket	Rounders
	Football	Handball	Basketball	Netball	Tennis	Athletics
Year 5 1 term of swimming per class	Dance	Gymnastics	Dance	Gymnastics	Rounders	Badminton
	Tag Rugby	Basketball	Hockey	Netball	Athletics	Cricket
Year 6	Dance	Gymnastics	Dance	Gymnastics	Rounders	Badminton
	Tag Rugby	Basketball	Hockey	Netball	Athletics	Cricket

Curriculum Overview - PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Distinct types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

<p>Year 4</p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
<p>Year 5</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
<p>Year 6</p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences, and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

Curriculum Overview – Languages – Sept 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3	<p>Rigolo 1: Unit 1 Bonjour Greetings Asking and giving your name Asking how people are and answering the same. Numbers to 10 Musical instruments</p>	<p>Rigolo 1: Unit 2 En CLASSE Identifying colours Saying your age Classroom objects</p>	<p>Rigolo 1: Unit 3 Parts of the body Describe hair and eyes. Days of the week Basic character descriptions</p>	<p>Rigolo 1: Unit 4 Identifying animals and pets Numbers 11-20 Give someone's name. Describe someone.</p>	<p>Rigolo 1: Unit 5 Identify family members. Recognise and spell letters of the alphabet. List household items "sur" and "dans" prepositions</p>	<p>Rigolo 1: Unit 6 Recognise and ask for snacks. Give basic opinions about food. Numbers 21-31 Recognize and use months. Form dates</p>
Year 4	<p>Rigolo 1: Unit 4 Identifying animals and pets Numbers 11-20 Give someone's name. Describe someone.</p>	<p>Rigolo 1: Unit 5 Identify family members. Recognise and spell letters of the alphabet. List household items "sur" and "dans" prepositions</p>	<p>Rigolo 1: Unit 6 Recognise and ask for snacks. Give basic opinions about food. Numbers 21-31 Recognize and use months. Form dates</p>	<p>Rigolo 1: Unit 7 Revise ways to describe people using "avoir" and "etre" Describe people's nationality.</p>	<p>Rigolo 1: Unit 8 Talk about free-time activities. Learn to tell the time. Say what activities you do at certain times.</p>	<p>Rigolo 1: Unit 9 Say the names and dates of several French festivals. Identify and ask for certain presents at festivals. Give and understand more instructions.</p>
Year 5	<p>Rigolo 1: Unit 10 Name and recognize various French cities. Give and understand basic directions. Talk about the weather. Talk about the weather in a particular city. Rigolo 1: Unit 11 Ask for food in a shop. Ask for and understand how much something costs. Talk about activities at a party. Give opinions about activities and food. Rigolo 1: Unit 12 Identify various francophone countries. Talk about which languages you speak. Identify different items of clothing. Describe the colour of items of clothing.</p>		<p>Rigolo 2: Unit 1 Greet people and give personal information Ask and talk about brothers and sisters Say what people have/have not done using third person avoir</p>	<p>Rigolo 2: Unit 2 Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day</p>	<p>Rigolo 2: Unit 3 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic Re-read frequently a variety of short texts Make simple sentences and short texts Write words, phrases and short sentences, using a reference source Look at further aspects of</p>	<p>Rigolo 2: Unit 4 Prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts Listen and understand more complex phrases and sentences. Prepare a short presentation on a familiar topic. Re-read a variety of short texts. Make simple sentences and short texts. Write words, phrases and short sentences, using a reference source. Look at further aspects of</p>

				their everyday lives from the perspective of someone from another country	their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country.
Year 6	<p>Rigolo 1: Unit 10 Name and recognize various French cities. Give and understand basic directions. Talk about the weather. Talk about the weather in a particular city.</p> <p>Rigolo 1: Unit 11 Ask for food in a shop. Ask for and understand how much something costs. Talk about activities at a party. Give opinions about activities and food.</p> <p>Rigolo 1: Unit 12 Identify various francophone countries. Talk about which languages you speak. Identify different items of clothing. Describe the colour of items of clothing.</p>	<p>Rigolo 2: Unit 1 Greet people and give personal information Ask and talk about brothers and sisters Say what people have/have not done using third person avoir</p>	<p>Rigolo 2: Unit 2 Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day</p>	<p>Rigolo 2: Unit 3 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic Re-read frequently a variety of short texts Make simple sentences and short texts Write words, phrases and short sentences, using a reference source Look at further aspects of their everyday lives from the perspective of someone from another country</p>	<p>Rigolo 2: Unit 4 Prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts Listen and understand more complex phrases and sentences. Prepare a short presentation on a familiar topic. Re-read a variety of short texts. Make simple sentences and short texts. Write words, phrases and short sentences, using a reference source. Look at further aspects of their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country.</p>