

Chapmanslade Primary School Class Curriculum Map Year B 2024-25 – Redwood Class Y5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>What do we know about the Sun, Earth, Moon and the Planets?</p> <p>EARTH AND SPACE</p> <ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created Describe the Sun, Earth and Moon (using the term spherical) <p><u>Working Scientifically</u></p> <p>Research</p> <p>Research Charles Darwin and his work</p> <p>Pattern seeking</p> <p>Compare skulls/body parts of animals as they have evolved</p>	<p>How have living things on Earth changed over time?</p> <p>LIFE CYCLES OF PLANT AND ANIMALS</p> <ul style="list-style-type: none"> Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird Know the differences between different life cycles Know the process of reproduction in plants Know the process of reproduction in animals Create a timeline to indicate stages of growth in humans <p><u>Working Scientifically</u></p> <p>Research</p> <p>Research changes in humans at different stages in our lives</p> <p>Research the life cycle of different animal groups</p> <p>Grouping</p> <p>Classify/group an animal based on its group and species</p> <p>Pattern seeking</p> <p>Compare height with physical task, e.g., distance a ball is thrown</p>	<p>How are living things grouped and classified?</p> <p>CLASSIFICATION OF ALL LIVING THINGS</p> <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities & differences Know how living things have been classified Give reasons for classifying plants and animals in a specific way <p><u>Working Scientifically</u></p> <p>Observation over time</p> <p>Conditions needed for bread to go mouldy</p> <p>Research</p> <p>Research the different types of micro-organisms</p> <p>Pattern seeking</p> <p>Compare resting heart rate of different people</p>	<p>Which materials can or cannot be changed back to their original form?</p> <p>REVERSIBLE AND IRREVERSIBLE CHANGES</p> <ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets Know and explain how a material dissolves to form a solution Know and show how to recover a substance from a solution Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible and some are not Know how some changes result in the formation of a new material and that this is usually irreversible <p><u>Working Scientifically</u></p> <p>Fair testing</p> <p>Factors that affect the speed a solute dissolves in water, e.g., temperature</p> <p>Observation over time</p>	<p>How have living things on Earth changed over time?</p> <p>EVOLUTION AND INHERITANCE</p> <ul style="list-style-type: none"> Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is <p><u>Working Scientifically</u></p> <p>Observation over time</p> <p>Conditions needed for bread to go mouldy</p> <p>Research</p> <p>Research the different types of micro-organisms</p> <p>Pattern seeking</p> <p>Compare resting heart rate of different people</p>	

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			Observe over time the separation of a solute and solvent via evaporation Grouping Classify/ group materials as either soluble or insoluble	
	WORKING SCIENTIFICALLY			
	<ul style="list-style-type: none"> ○ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ○ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ○ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ○ using test results to make predictions to set up further comparative and fair tests ○ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ○ identifying scientific evidence that has been used to support or refute ideas or arguments 			
History	<p style="text-align: center;">Why should gunpowder, treason and plot never been forgotten?</p> <ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important to British history. • Know how to place historical events and people from past societies and periods in a chronological framework. • Know how Britain has had a major influence on the world. 	<p style="text-align: center;">Why were the Ancient Mayas the envy of the world?</p> <ul style="list-style-type: none"> • Know about the impact that the Maya civilisation has had on the world • Know why they are considered an advanced society relative to that period of time in Europe • Know what was happening in Britain when the Maya were at their most powerful • Know how different the Maya and the Egyptian pyramids were • Know how the Mayan belief in Gods created a culture of sacrifice • Understand how the pok-ta-pok Mayan game could be described as the earliest football match • Understand why the Mayan civilisation died out 	<p style="text-align: center;">When did we create the British Empire?</p> <ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the countries that were part of the British Empire • Know how the British Empire came into being • Know about the positive and negative associated with the British Empire 	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.			
Geography	<p style="text-align: center;">What do we know about North America and what is its main geographical features?</p> <ul style="list-style-type: none"> • Know the names of, and locate some North American countries • Know the key differences between living in the UK and a country in North America • Know why industry is important to the world • Know how the lives of children vary across the world 	<p style="text-align: center;">What are the main features of South America and Brazil in particular?</p> <ul style="list-style-type: none"> • Know the names of, and locate, some South American countries • Know out about Brazil's key features, including human and physical issues • Know about fruits and natural resources that South American countries have 	<p style="text-align: center;">What creates a rainforest and why are they located where they are?</p> <ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome • Know how to label layers of a rainforest • Know what deforestation is • Know where many of the world's rainforests are situated 	

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	<ul style="list-style-type: none"> Know how to use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. 		<ul style="list-style-type: none"> Know what is meant by the term 'street children' Know key physical and human characteristics of a chosen location in South America 		<ul style="list-style-type: none"> Know what is meant by the term 'tropics' 	
RE	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> How are would a Sikh go for this/her religion?</p> <p><u>Theme:</u> Beliefs into Action</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> Was Jesus the Messiah?</p> <p><u>Concept:</u> Incarnation</p> <p>Understanding Christianity 2b.4</p>	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> Are Sikh stories important today?</p> <p><u>Theme:</u> Beliefs and Morals</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What do Christian's believe Jesus did to save human beings?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 2b.6</p>	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> What is the best way for a Sikh to show commitment to God?</p> <p><u>Theme:</u> Prayer and Worship</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What does it mean if God is holy and loving?</p> <p><u>Concept:</u> God</p> <p>Understanding Christianity 2b.1</p>
PSHE	<p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other 	<p>How can friends communicate safely?</p> <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images 	<p>How can the media influence people?</p> <p>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <ul style="list-style-type: none"> that not everything should be shared online or social media <p>and that there are rules about this, including the distribution of images</p> <ul style="list-style-type: none"> that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions 	<p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a 	<p>What jobs would we like?</p> <ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they 	

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	<p>activities</p> <p>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>» how to manage the influence of friends and family on health choices</p> <ul style="list-style-type: none"> • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult 	<ul style="list-style-type: none"> • or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it 	<p>habit which is difficult to break</p> <ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	
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	<ul style="list-style-type: none"> that mental health difficulties can usually be resolved or managed with the right strategies and support 		<p>might have</p> <ul style="list-style-type: none"> to discuss and debate what influences people's decisions, taking into consideration different viewpoints 		
Computing	Computing Systems & Networks: Systems & Searching	Creating Media: Introduction to Vector Graphics	Data Handling: Spreadsheets	Computing Systems & Networks: Systems & Searching	
	<p style="text-align: center;">ONLINE SAFETY</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>				
Art	<p style="text-align: center;">How are shadows and reflections created in drawing?</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Children should be able to decide which grade of pencil to use for a particular piece of art work. Children should also be able to decide when it is appropriate to use ink, pastels or charcoal. Children should be confident when using perspective and know about horizons. Children should know about the impact of tone in their drawing. 	<p style="text-align: center;">How do you mix colours to match objects?</p> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Mix colour accurately and make decisions about which type of paint is appropriate for each aspect of their art Talk about how colour creates different moods and can make appropriate choices Create different moods in their work according to the colour used Uses water colours techniques accurately Uses fine brush strokes in own art Understands how an artists uses colour to explore feelings. 	<p style="text-align: center;">How do we use a range of materials to create sculpture?</p> <p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> Children know about a number of sculptors and how they worked. They know how to use wire to create their own sculptures. They can shape and model using wire. They know how to add paper Mache' or modroc to create a 3D effect. They know how to use tools carefully and safely. 		
	Design & Technology	<p style="text-align: center;">How can we prepare the equivalent of a Sunday lunch for a small group of adults?</p> <p>Designing</p> <ul style="list-style-type: none"> Competently research what a Sunday lunch means to older people Cost out ingredients and take this into account when designing the meal Produce a detailed, step-by-step plan of how to prepare the meal <p>Making</p>			<p style="text-align: center;">How can we create a camouflaged nomadic tent that would a suitable for a desert?</p> <p>Designing</p> <ul style="list-style-type: none"> When researching, be competent in discriminating as to what would be and would not be helpful for their intended product. Follow and refine original plans, justifying it in a convincing way Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details

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	<ul style="list-style-type: none"> Confidently select appropriate utensils, pans, etc. and use them efficiently. Know how to use any utensil correctly and safely Explain why a specific utensil is best for a specific action Make modifications as they go along and explain their reasons. <p>Evaluating</p> <ul style="list-style-type: none"> Test and evaluate the lunch with specified guests where possible Evaluate lunch against clear criteria Evaluate their way of working, both during and at the end of the assignment. Record their evaluations using graphs. <p>Food Technology</p> <ul style="list-style-type: none"> Explain how food ingredients should be stored and give reasons Work within a budget to create a meal Understand the difference between a savoury and sweet dish Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source. Know different food and drink contain different substances –nutrients, water and fibre –that are needed for health. 		<ul style="list-style-type: none"> Show that culture and society is considered in plans and design specification. <p>Making</p> <ul style="list-style-type: none"> Confidently select appropriate tools, materials, components and techniques and use them efficiently. Explain why a specific tool is best for a specific action Make modifications as they go along and explain their reasons. Construct products using permanent joining techniques. Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment. Pin, sew and stitch materials together to create a product. <p>Evaluating</p> <ul style="list-style-type: none"> Test and evaluate designed products with specified audience where possible Evaluate product against clear criteria Evaluate their work both during and at the end of the assignment. Record their evaluations using drawing with labels. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Use knowledge to improve a made product by strengthening, stiffening or reinforcing Use a range of sewing techniques to improve the product made 			
Music	<p>DEVELOPING MELODIC PHRASES Theme: How Does Music Bring Us Together?</p>	<p>UNDERSTANDING STRUCTURE & FORM Theme: How Does Music Connect Us with Our Past?</p>	<p>GAINING CONFIDENCE THROUGH PERFORMANCE Theme: How Does Music Improve Our World?</p>	<p>EXPLORING NOTATION FURTHER Theme: Creating Simple Melodies Together</p>		
PE	CRICKET	FOOTBALL	DANCE	GYMNASTICS	CRICKET	FOOTBALL

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<p>* In some cases we may take advantage of sport specialists/ coaches which may replace our second (bottom) unit</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>
	<p style="text-align: center;">HANDBALL</p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with</p>	<p style="text-align: center;">NETBALL</p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the</p>	<p style="text-align: center;">FITNESS</p> <p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p>	<p style="text-align: center;">VOLLEYBALL</p> <p>I am confident to make decisions when refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p>	<p style="text-align: center;">HANDBALL</p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with</p>	<p style="text-align: center;">NETBALL</p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the</p>

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	<p>increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>situation and make this decision quickly.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>	<p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>situation and make this decision quickly.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>
<p>MFL - French</p>	<p>ALL ABOUT OURSELVES</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>appreciate stories, songs, poems and rhymes in the language</p>		<p>SCHOOL LIFE</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine,</p>		<p>FAMILY AND FRIENDS</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	

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	<p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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