

# The Good Shepherd Catholic Primary School



## Year 6

Spring Curriculum Newsletter

2025 - 2026

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Richards, Mrs Rainbow and Mrs Maddison

We give you praise, O God,  
for everything that is new and beautiful,  
for everything which holds promise and brings us joy.  
Bless us as we start this new year with our friends and teachers  
Help us to make the most of every chance we have to start afresh.  
May we show love to one another and to all.  
Amen

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	Galilee to Jerusalem	<p><b>Hear</b> -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's bibles should be used to share this scripture. The scripture for this branch is based on the gospel of St John. By the end of this unit of study, pupils will hear the following key texts: The Wedding at Cana (Jn 2:1-12) Healing the official's son (Jn 4:46-54) Healing the man at Bethesda (Jn 5:1-15) Feeding the 5000 (Jn 6:1-14) Walking on water (Jn 6:16-21) Healing the Blind Man (Jn 9:1-12) Raising of Lazarus (Jn 11:1-57)</p> <p>'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25)</p> <p><b>Believe</b> – This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.</p> <p><b>Live</b>- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives. The amount of time and number of opportunities offered to children for RE should equal 10% of the curriculum time as a Core curriculum area.</p> <p><b>Celebrate</b> – This section explores ways in which Catholics respond to the scripture and teaching through their prayer and liturgy. It also offers an invitation for the children to express their own wonder and awe and learn to pray, praise and celebrate their faith.</p>
	Desert to Garden	<p><b>Hear</b> -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's bibles should be used to share this scripture. The scripture for this branch is based on the gospel of St John. By the end of this unit of study, pupils will hear the following key texts: <b>The anointing at Bethany (Jn 12:1-11) • Jesus washes his disciples' feet (Jn 13:1-17) • First farewell discourse (Jn 13:33-38) • The arrest of Jesus (Jn 18:1:11) • Jesus before Pilate (Jn 18:28-40, 19:4-6) • The Crucifixion (Jn 19:17-22) • Jesus and his mother (Jn 19:25-27) • The death of Jesus (Jn 19:28-37)</b></p>

		<p><b>Believe</b> – This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.</p> <p><b>Live</b> - This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives. The amount of time and number of opportunities offered to children for RE should equal 10% of the curriculum time as a Core curriculum area.</p> <p><b>Celebrate</b> – This section explores ways in which Catholics respond to the scripture and teaching through their prayer and liturgy. It also offers an invitation for the children to express their own wonder and awe and learn to pray, praise and celebrate their faith - <b>Holy Thursday Mass, Stations of the Cross.</b></p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	Effective Maths- SEE BELOW	
SCIENCE	<ul style="list-style-type: none"> <li>• CUSP CURRICULUM – SEE BELOW Animals including humans (+ water transport), Light</li> </ul>	
HISTORY	<ul style="list-style-type: none"> <li>• CUSP CURRICULUM – SEE BELOW- Windrush generation</li> </ul>	
GEOGRAPHY	<ul style="list-style-type: none"> <li>• CUSP CURRICULUM – SEE BELOW- Settlements, UK, Europe and North America comparison study</li> </ul>	
COMPUTING	Variables in games ·	This unit explores the concept of variables in programming through games in Scratch. First, pupils will find out what variables are and relate them to real-world examples of values that can be set and changed. Then pupils will use variables to create a simulation of a scoreboard. In addition, they will also follow the Use-Modify-Create model, experiment with variables in an existing project, then modify them, before they create their own project, focus on design and apply their knowledge of variables and design to improve their games in Scratch.
	Introduction to spreadsheets	This unit introduces the pupils to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Pupils will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Pupils will also will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them and will use spreadsheets to plan an event and answer questions. Finally, Pupils will create

		charts, and evaluate their results in comparison to questions asked.
<b>MUSIC</b>	<p>CUSP CURRICULUM – SEE BELOW</p> <p>Singing</p> <ul style="list-style-type: none"> <li>• Singing focus: Introducing structure 2 Block C</li> <li>• Identify cyclic patterns inc. verse/chorus, coda Block C</li> </ul> <p>Keyboard</p> <ul style="list-style-type: none"> <li>• Tuned focus: Musical notation 4 Block D</li> <li>• Create simple notation Block D</li> </ul>	
<b>PE</b>	<p>Real PE - Cognitive Unit 3</p> <p>Real PE - Creative Unit 4</p>	<p>In this unit, children will develop their fundamental movement skills in:</p> <ul style="list-style-type: none"> <li>• Static balance - Stance</li> <li>• Coordination - Footwork</li> <li>• Static balance- Seated</li> <li>• Static balance – Floor work</li> </ul>
	<p>Swimming</p> <p>Orienteering (OAA)</p>	<p>Our swimming provision will be delivered by Sporty Scholars who run a unique 'Pools to Schools' programme in association with Elite Swimming. All swimming lessons will be taught by experienced and qualified swimming instructors over the course of 5 weeks, with all classes receiving weekly lessons during this time.</p> <ul style="list-style-type: none"> <li>• To build confidence during team activities.</li> <li>• To develop map reading skills and confidence.</li> <li>• To develop map building skills.</li> <li>• To plan strategies to complete tasks.</li> </ul>
<b>ART AND DESIGN</b>	<p>CUSP CURRICULUM – SEE BELOW</p> <ul style="list-style-type: none"> <li>• Printmaking and textiles Block C</li> <li>• 3D Block D</li> </ul>	
<b>DESIGN AND TECHNOLOGY</b>	<p>CUSP CURRICULUM – SEE BELOW</p> <ul style="list-style-type: none"> <li>• Food and Nutrition Block C</li> <li>• Structures Block D</li> </ul>	
<b>FRENCH</b>	<p>CUSP CURRICULUM – SEE BELOW</p> <ul style="list-style-type: none"> <li>• Items from daily life (Money and personal effects)</li> <li>• Learning together</li> </ul>	
<b>PSHE</b>	<p>Heartsmart</p> <p>Too much selfie isn't healthy!</p>	<ul style="list-style-type: none"> <li>• Suggest ways to show love and demonstrate loving to others.</li> <li>• Understand there are ways we are different and ways we are the same.</li> <li>• Understand that generations that have gone before us have overcome challenges that we benefit from today.</li> </ul>

	<b>Don't hold on to what is wrong!</b>	<ul style="list-style-type: none"> <li>• Explain the impact of forgiveness.</li> <li>• Develop strategies to resolve conflict and disputes.</li> <li>• Give examples of how a trustworthy friend behaves.</li> <li>• Explain when it is ok to break a confidence.</li> </ul>
<b>RSE</b>	<b>Ten Ten</b>	<p>UKS2 Module 1, Unit 2</p> <ul style="list-style-type: none"> <li>• Gifts and Talents</li> <li>• Girl's Bodies</li> <li>• Boy's Bodies</li> <li>• Spots and Sleep</li> </ul> <p>UKS2 Module 1, Unit 3</p> <ul style="list-style-type: none"> <li>• Body Image</li> <li>• Peculiar Feelings</li> <li>• Emotional Changes</li> <li>• Seeing Stuff Online</li> </ul> <p>UKS2 Module 1, Unit 4</p> <ul style="list-style-type: none"> <li>• Making Babies (part 1 and 2)</li> <li>• Menstruation</li> </ul>
<b>HOMEWORK</b>	Online SATS papers	<a href="https://www.satspapersguide.co.uk">https://www.satspapersguide.co.uk</a> <a href="https://www.maths4everyone.com/">https://www.maths4everyone.com/</a>
	<b>Spelling</b>	Year 5 & 6 Statutory Spelling sheet (in homework exercise book)
	<b>Reading</b>	<p>Reading books at home daily.</p> <p>Also available is the Curriculum Visions website which provides extensive, high-quality, rigorously moderated material available to support areas of learning. <a href="https://www.curriculumvisions.com/">https://www.curriculumvisions.com/</a>          Username: thegoodshepherd          Password: NN27BH (no gaps)</p>

# Maths

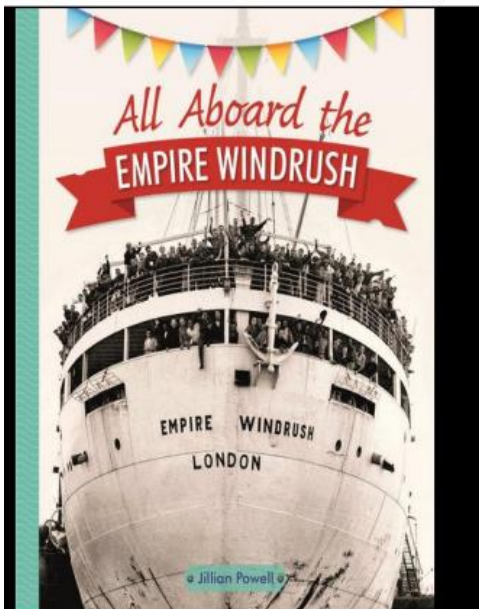
7	8	9	10	11	12
Time	Fractions (U1)		Multiplication /division (U2)	Percentages	Geometry
[1] Solving problems	[1] Counting in sixths and twelfths		[1] Divisibility rules ☼MQ	[1] Percentages - revision of Year 5 ☼MQ	[1] Angles - revision [a]
[2] Converting between units of time ☼MQ	[2] Finding fractions of quantities ☼MQ [3] Equivalent fractions ☼MQ		[2] Solving word problems involving multiplication and division	[2] Finding percentages of quantities	[2] Angles - revision [b] ☼MQ
[3] Solving problems	[4] Simplifying fractions ☼RTP 6F-1		[3] Dividing by a 2-digit number and division problems (dividing using factors and partitioning)	[3] Solving problems involving percentages [a]	[3] Vertically opposite angles
[4] Solving problems ☼MQ	[5] Comparing and ordering fractions [a] [6] Comparing and ordering fractions [b] [7] Comparing and ordering fractions [c] ☼RTP 6F-2 [8] Comparing fractions using reasoning ☼RTP 6F-3		[4] Dividing by a 2-digit number [5] Dividing by a 2-digit number (long division)	[4] Solving problems involving percentages [b]  <i>NB There are 4 quizzes that cover the same topics as lesson 1 (revision of Y5) on <a href="http://mathsquiz.org">mathsquiz.org</a></i>	[4] Circles [5] Solving problem involving circles

Block 2												
Y6	1	2	3	4	5	6	7	8	9	10	11	12
	Geometry	Money and decimals (U1)	Place value (U2)	Addition and subtraction (U2)	[a] Multiplication and division (U3) [b] Ratio	Fractions (U2)	Algebra	Statistics	Measurement			
	Continued from Block 1	[1] Decimal/fraction equivalence (tenths, hundredths and thousandths)	[1] Reading and writing numbers to 10 million	[1] Adding numbers that form a sequence	[1] Finding missing numbers (a)	[1] Addition of fractions with unrelated denominators (eg $1/2 + 3/7$ )	[1] Number sequences	[1] Sorting diagrams	[1] Solving problems involving converting units of measurement ☼MQ			
	[6] Drawing 2-D shapes	[2] Decimal/fraction equivalence (halves, quarters, fifths, tenths, hundredths and thousandths)	[2] Counting in steps of 10 and 100	[2] Adding numbers that form a sequence	[2] Finding missing numbers (b)	[2] Subtraction of fractions with unrelated denominators	[2] Patterns and formulae	[2] Line graphs	[2] Solving problems involving converting units of measurement ☼MQ			
	[7] 3-D shapes	[3] Decimal/fraction equivalence (more complex equivalences)	[3] Counting in steps of 10, 100 and 1,000	[3] Adding and subtracting decimals and associated problems (tenths and hundredths)	[3] Solving problems involving all four operations	[3] Multiplying fractions	[3] Formulae with letters	[3] Pie charts (a)	[2] Solving problems involving converting units of measurement ☼MQ			
	[8] Coordinates [a]	[4] Linking fractions with division to calculate equivalents	[4] Place value relationships - powers of 10 ☼RTP 6NPV-1	[4] Adding and subtracting decimals and associated problems (tenths, hundredths and thousandths)	[4] Multiplication pyramids	[4] Dividing fractions	[4] Solving algebra word problems	[4] Pie charts (b)	[3] Metric/imperial equivalents (length) ☼MQ			
	[9] Coordinates [b]	[5] Rounding decimal numbers and rounding money	[5] Identifying numbers ☼RTP 6NPV-3	[5] Additive and multiplicative relationships ☼RTP 6AS/MD-1	[5] Solving problems involving multiplication and division ☼MQ	[5] Multiplying fractions	Finding formulae	[5] Averages (a)	[4] Metric/imperial equivalents (mass and length) ☼MQ			
		[6] Comparing and ordering decimals to 3 decimal places	[6] Reading scales with 2, 4, 5 or 10 intervals ☼RTP 6NPV-4←	[6] Additive comparison problems	[6] Ratio (concept of ratio; importance of order in ratio; ratio does not always indicate actual size of quantities involved; simplest form; equivalent ratios)	[6] Dividing fractions	[5] Investigating algebra	[6] Averages (b) ☼MQ	[5] Area and perimeter			
		[7] × and + numbers by 10, 100 and 1,000 giving answers up to 3dp	[7] Negative numbers ☼MQ	[7] Solving problems about money ☼MQ	[7] Ratio (solving problems) ☼RTP 6AS/MD-3	[7] Area of parallelograms			[6] Area and perimeter			
		☼MQ Y6 quiz covers: Decimal/fraction equivalence; rounding decimals and money; ordering and comparing; multiplying by multiples of ten			[4] Scale on maps	[8] Area of triangles			[7] Area of triangles			
					[5] Scale factors	[9] Volume						

☼ indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via [mathsquiz.org](https://mathsquiz.org). ☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

## Reading

At the end of this unit, pupils will ...	
Know:	Be able to:
Language used by an author is influenced by its intended impact  Empathising with characters helps to understand them	Consider the relative strengths of multiple pieces of evidence  Make comparisons

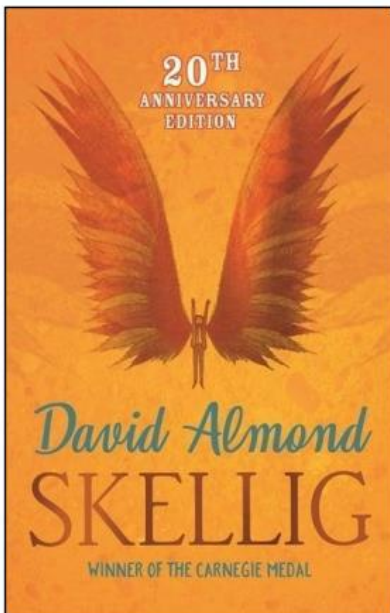


ISBN: 978-1510-45394-4

In 1948, the Empire Windrush sailed from Jamaica to Britain - on board, passengers hoping for a better life ahead. The narrative is told through a diary, written by an eleven-year-old boy called Preston, alongside factual commentary. It explains the reasons why people from the West Indies, amongst others, chose to make the journey, what life was like on board and the challenges they faced in making a new home in another country. Towards the end, the reader learns how the Windrush generation has contributed to British society today, including cultural events such as the Notting Hill Carnival. The use of archived photographs helps to bring the events to life for the reader.

**At the end of this unit, pupils will ...**

<b>Know:</b>	<b>Be able to:</b>
Synonyms can be used to support retrieval	Write a summary and review its accuracy
Predictions should be based on evidence	Infer an author's opinion using text evidence

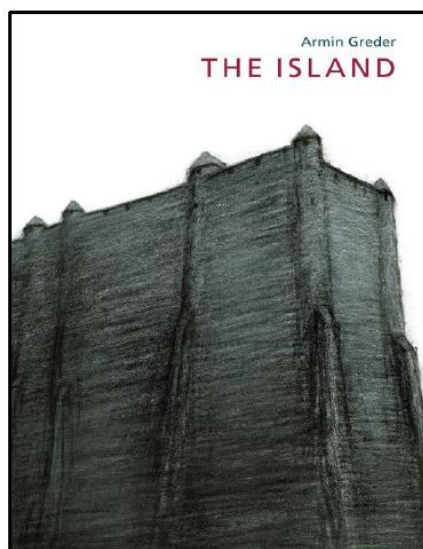


ISBN: 978-0340-94495-0

Having moved to a new house, Michael, the narrator, discovers an unusual being, called Skellig, in a dilapidated garage. Half man, half beast, Skellig is seemingly unwell. As his parents are distracted by the illness of a new baby, Michael feels he can only confide in his new neighbour, a girl called Mina. Together they help Skellig to recover and experience some magical times with him, all against the backdrop of concern over the survival of the new baby. In a magical ending, Skellig breathes new life into the baby and then leaves Michael and Mina, between whom a strong bond has developed.

Please note that this text contains some mild swearing, particularly in Chapters 27 and 28, where it is used as an authorial device to develop aspects of characterisation.

At the end of this unit, pupils will ...	
Know:	Be able to:
Prediction is a form of inference  Images can be used to both retrieve information and infer meaning	Make feasible predictions based on given information  Use evidence to prove or disprove statements



ISBN: 978-1741-75266-3

This haunting picture book, illustrated with striking charcoal images, is about how human beings respond to outsiders. When a man is washed up on the islanders' beach, they are very unwelcoming. He appears different to them and is treated as a potential threat. Although at first they feel they can't send him back out to sea, his presence continues to cause a problem. The fisherman is the only one from the island who tries to be kind to the man. Collectively, the islanders convince each other that the man is a danger and push him back out to sea, burning the fisherman's boat to punish him for showing kindness. In a final demonstration of their paranoia, the islanders build a wall around the island to keep others out.

## Writing

### Extended Third Person adventure stories Block A

At the end of this unit, pupils will ...	
Know	Be able to
A range of descriptive devices and techniques	Plan, structure and execute an extended narrative
How to develop an extended narrative over time	Consciously vary sentence structures
How to balance description, dialogue and action	Use dialogue to help tell the story

### Explanatory texts B

At the end of this unit, pupils will ...	
Know	Be able to
The present progressive tense indicates actions that are ongoing now	Use precise <i>Tier 3</i> vocabulary to convey an expert voice
The passive verb form places emphasis on the object of a sentence	Use organisational and presentational devices to help the reader navigate a text

### Autobiography Block B

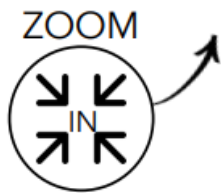
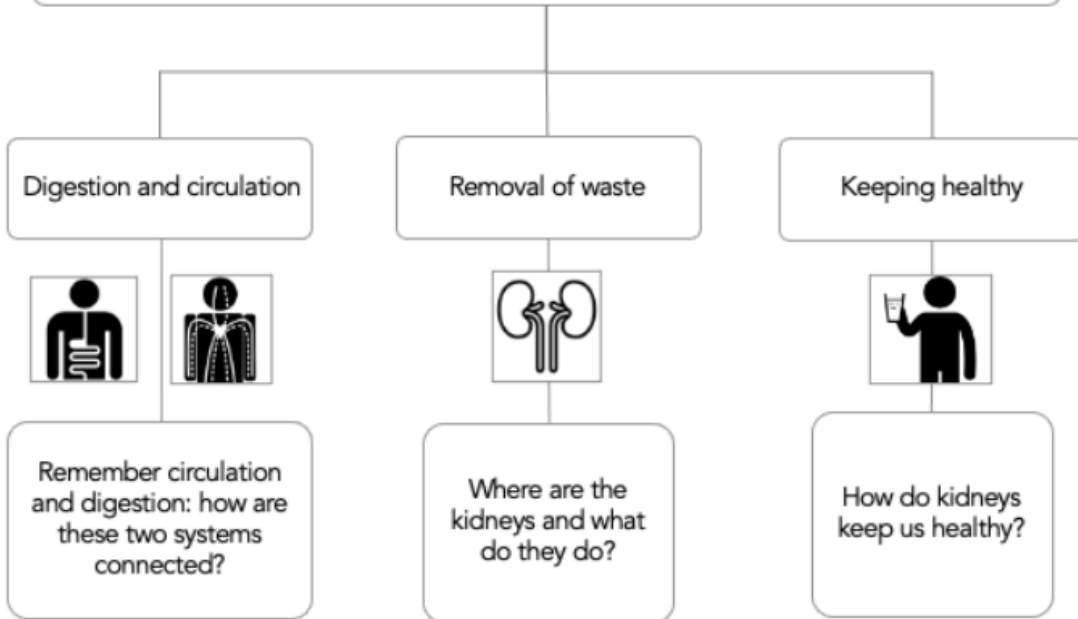
At the end of this unit, pupils will ...	
Know	Be able to
The past progressive tense shows actions that took place in the past over time	Sequence and describe events chronologically and factually
Relative clauses are used to give additional information about a noun by using a relative pronoun	Use conjunctions, adverbs and prepositions to express time, place and cause

## Extended Third Person adventure stories Block B

At the end of this unit, pupils will ...	
Know	Be able to
<p>Cohesion is the use of vocabulary and grammatical structures to link ideas within a text</p> <p>The past progressive tense indicates actions that took place in the past over time</p>	<p>Use precise language and specific devices to describe characters and settings, and to develop atmosphere</p> <p>Write a cohesive narrative sustaining use of the third person</p>

BIOLOGY

Y6 Animals, including humans: water transportation



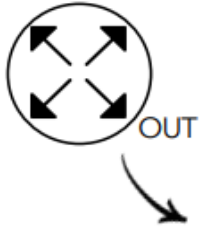
Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

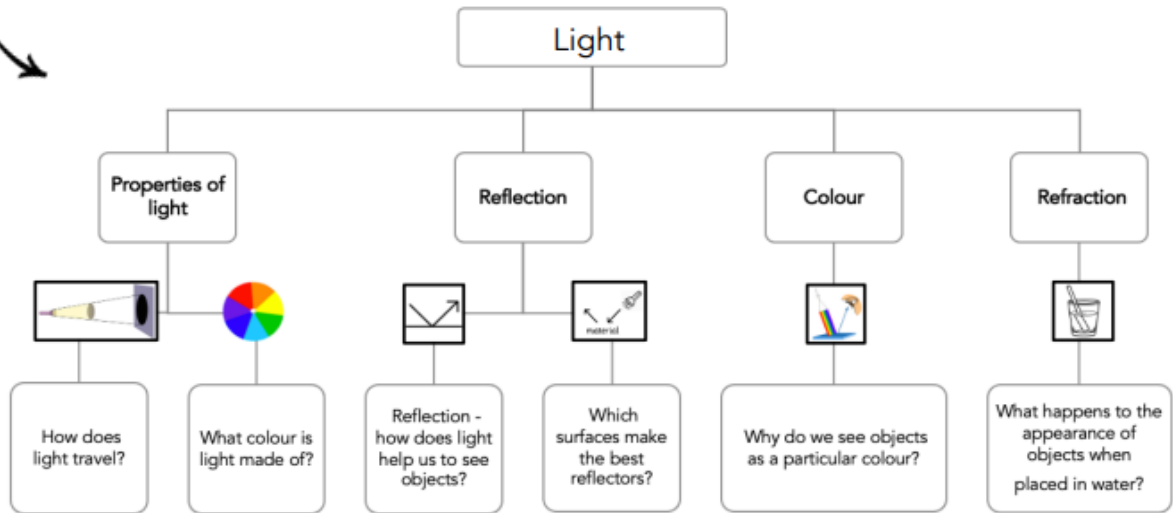
Physics is the study of

- Matter
- Forces and motion
- Sound, light and waves
- Electricity and magnetism
- Earth in Space

ZOOM



Physics  
Sound, light and waves



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

# History

## COMMUNITY

A group of people living in the same place.

The ways of society and how communities embraced or resisted change.

## DEMOCRACY

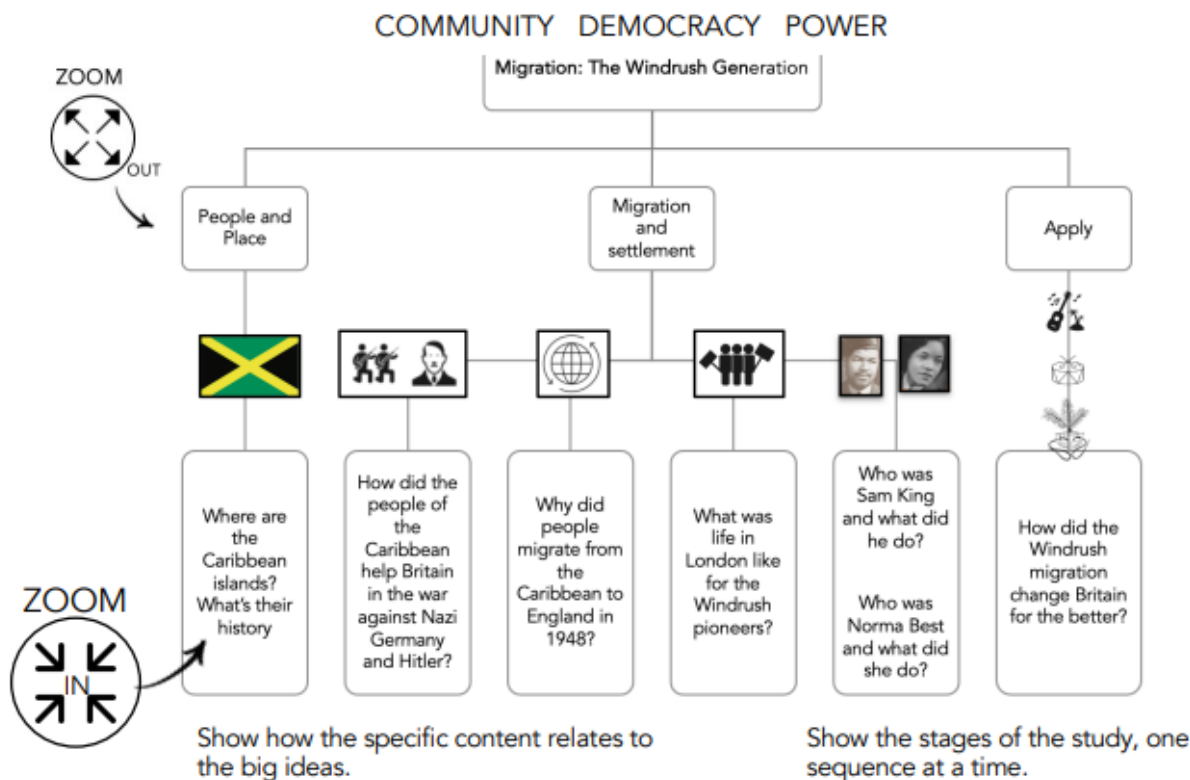
A form of government voted for by the people.

The rights of British citizens (Windrush pioneers) to be treated fairly and without prejudice were compromised by the British Government.

## POWER

The power to share and enhance culture and the arts.

The power over people because of their ethnicity or colour of their skin.



# Geography

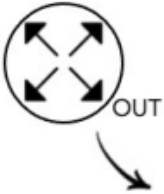
## HUMAN FEATURES

The built environment that was made by humans.

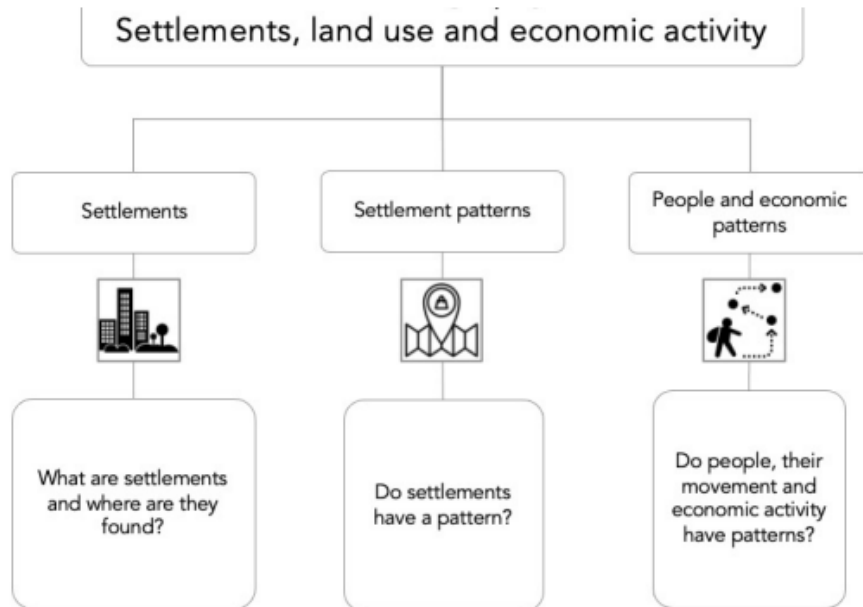
## PHYSICAL FEATURES

The natural environment and shaped by nature.

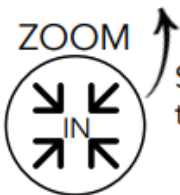
ZOOM



## HUMAN AND PHYSICAL GEOGRAPHY



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

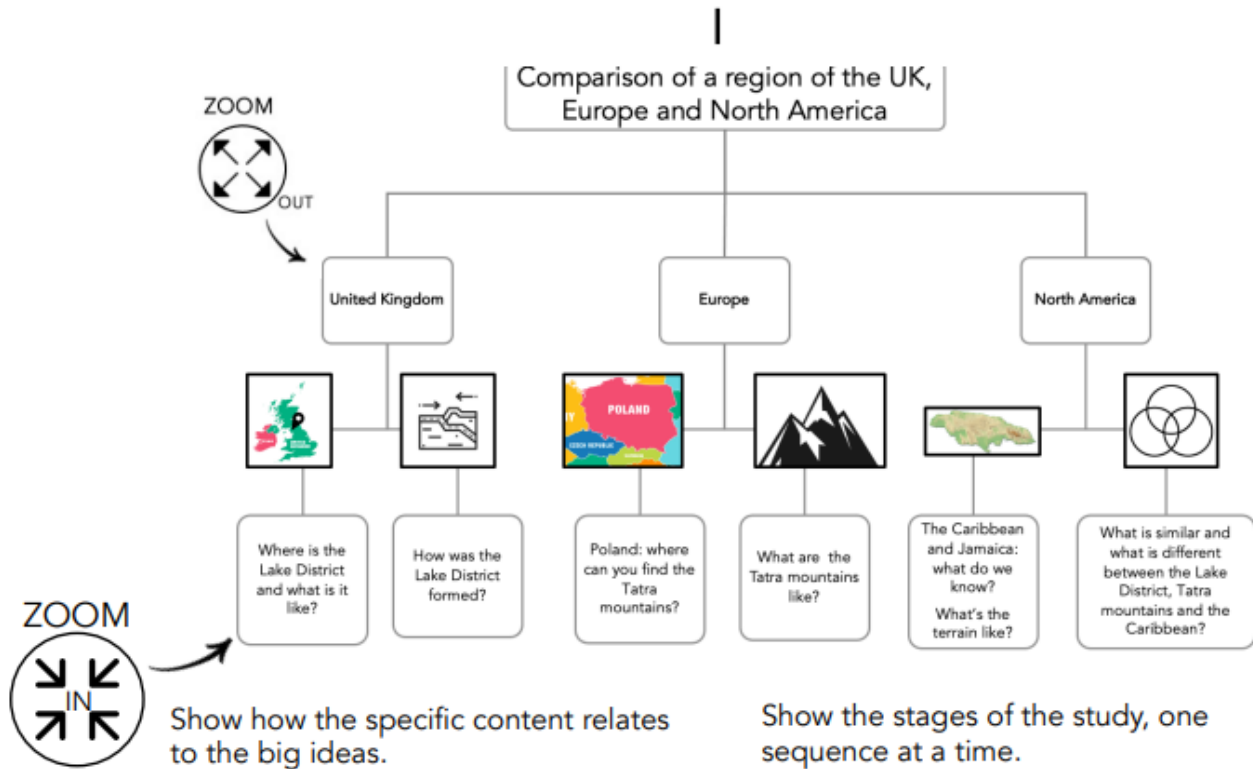
## LOCATION

The locational position of a place in context to where it is found in the world, continent, country, region, county, city, town or village

## PLACE

What a place is like and how it is connected to other places

## LOCATION & PLACE



# Music



The djembe drum is a traditional African musical instrument.

At the end of this block, pupils will ...	
Know:	Be able to:
<p>The stylistic features of African music</p> <p>The appropriate musical vocabulary for describing traditional African music</p>	<p>Perform a song in unison and rounds in at least two parts</p> <p>Perform as a class, combining rhythms and singing</p>

Pupils will be able to:

- describe the structure of songs using terms such as verse, chorus and bridge



**Prior Learning**

- describe the harmonic structure of songs
- sing songs in two-part harmony and rounds in three parts.

### Summary of key learning:

In this block, pupils build on previous singing and rhythm work by creating a class performance that incorporates the two. Through unison and round singing, pupils will explore songs from Ghana and Zimbabwe. Pupils will practise using appropriate vocabulary to describe and explain the stylistic features of music originating from these countries. Pupils will build on previous rhythm work by learning and performing multiple rhythms at the same time. They will combine and layer these rhythms to create polyrhythms.



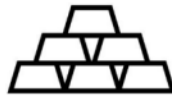
*Someone You Loved* by Lewis Capaldi

**At the end of this block, pupils will ...**

<b>Know:</b>	<b>Be able to:</b>
The stylistic features that characterise a pop ballad	Accurately identify notes on a treble stave and play pieces from standard notation
That chords are used by keyboard players to add harmony, texture and interest	Play a range of pieces, with chords, in the 5-finger position

Pupils will be able to:

- play notes on a keyboard using the 5-finger position



**Prior Learning**

- play melodic patterns from standard stave notation.

**Summary of key learning:**

This unit builds on keyboard work first encountered in Year 5. Pupils will continue to explore playing melodies within the 5-finger position (C – G), with a focus on playing with control and accuracy. Pupils will use the keyboards to learn a simple melodic ostinato to accompany the pop ballad *Someone You Loved* by Lewis Capaldi. Pupils will continue to explore the functions of the electronic keyboard and will learn to play two chords to accompany the melodies they are playing. Pupils will further consolidate their knowledge and understanding of stave notation. They will use and apply their knowledge to accurately complete partially completed examples, extending this to recognising chords (triads) from stave notation.

## Art



*Paradoxymoron* (1996)

<b>At the end of this block, pupils will ...</b>	
<b>Know:</b>	<b>Be able to:</b>
Batik is a method of making marks on cloth using hot wax	Apply wax to the surface of fabric and dye it to create coloured designs
Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing	Create a simple one-point perspective sketch

In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.



*Cattails and Copper Birch Reeds (2015) and Maccia at Kew Gardens (2019) by Dale Chihuly*

<b>At the end of this block, pupils will ...</b>	
<b>Know:</b>	<b>Be able to:</b>
<p>A 2D object can change its form and shape to become 3D</p> <p>Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important</p>	<p>Use different media to create shapes and forms</p> <p>Match visual and tactile elements to their intentions to create visual balance</p>

In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.

## Design & Technology



*Pasta with tomato sauce*



*Noodle soup*

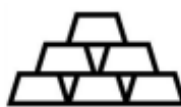


*A sensory salad*

Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.

Pupils will be able to:

- explain what humans need to stay healthy



**Prior Learning**

- identify the main food groups
- hold and use utensils correctly

### **CUSP Connections:**

Science: Animals, including humans (keeping healthy)

### **Nutrition Notes:**

Up to 60% of the UK diet is now made up of highly-processed foods so the aim of this block is to teach pupils how to make from scratch foods that are increasingly bought ready-made. These processed foods have added sugars, salt and additives and lose much of their nutrient content during the production process and in storage. Many of these dishes are not thought of as unhealthy and foods such as these combined with too many 'treat' foods create a very poor diet. Fresh vegetables provide key micronutrients that our bodies cannot make. These micronutrients help us grow, repair, fight disease and keep happy. Supplements such as vitamin tablets have been shown to have little impact on human health, so learning to make simple meals from fresh ingredients is an important life skill, which contributes to future health.

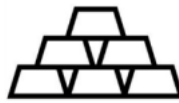


*Blackpool Tower*  
by architects James Maxwell (1838 – 93)  
and William Charles Tuke (1843 – 93)

In this block, pupils will test the strength of spaghetti and then apply what they have learned to construct a tower that is at least one metre tall.

Pupils will be able to:

- identify 2D shapes that have strength and stability, such as triangles



**Prior Learning**

- explain why cylinders are capable of bearing weight
- create a truss, using a series of triangles

#### **Design or Technology History:**

James Maxwell (1838 – 1893)

William Charles Tuke (1843 – 1893)

Blackpool Tower was designed by Lancashire architects James Maxwell and William Charles Tuke who oversaw the laying of its foundation stone on 29<sup>th</sup> September 1891. Built in the style of the Eiffel Tower, Blackpool Tower took three years to build and stands 518 feet tall. Weighing in at 2585 tons, it is made mainly from steel and cast iron and is one of the UK's most iconic buildings and one of Britain's best loved landmarks.

## French

Items from daily life (Money and personal effects)

### At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"><li>the negative form of verbs and adjectives, using <b>ne ... pas</b>.</li></ul>	<ul style="list-style-type: none"><li>ask the price of goods</li><li>ask and answer questions relating to shopping</li><li>write a simple description of different items</li><li>write sentences in the negative form, using verbs in the first and third person.</li></ul>

Learning together

### At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"><li>how schools are organised in France</li><li>how to read a school timetable</li><li>the French names for a range of subjects taught in schools</li><li>the French names for items commonly used in schools.</li></ul>	<ul style="list-style-type: none"><li>describe the school day using ordinal numbers</li><li>read and describe a timetable</li><li>read a description of a school day</li><li>read the time</li><li>use colour and size adjectives to describe the contents of a pencil case.</li></ul>