

# The Good Shepherd Catholic Primary School



## Year 6

Autumn Curriculum Newsletter

Thank you for all your support through 2022 - 2023. We have now created our Autumn curriculum newsletter. You will find information 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.

Miss Baggott and Mrs Jones

*Father, pour out your Spirit  
upon your people, and grant us  
a new vision of your glory,  
a new faithfulness to your Word  
and a new consecration to your service,  
that your love may grow among us,  
and your kingdom come:  
through Christ our Lord.  
Amen.*

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	Saint Paul and Saint Cecilia	To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saints St. David and St. Cecilia.
	Domestic Church – Family	During our first topic, 'Love', we will be learning that God never stops loving. It is in the love of a family that Christians first experience the reality of Church. Everyone begins life in a home and family or community of some kind. Children will know how to love and care of people and understand that God's love is unconditional and never ending. Using scripture from Isaiah and Psalms, we will focus on the qualities God himself is an eternal exchange of love, Father, Son, and Holy Spirit, and he has destined us to share in that exchange.
	Baptism/ Confirmation – Belonging: Come and See for yourself	After, we will move onto our second topic 'Vocation and Commitment'. We will learn that through Baptism and Confirmation, all Christians are called to share the mission of Jesus. In the words of Blessed John Henry Newman: <i>'He has committed some work to me, which he has not committed to another. I have my mission'</i> . There are many different ways of carrying out that mission. For some people their mission or vocation is as a priest or member of a religious order.
	Judaism - Passover	During this term, will also be focusing on an alternative faith. We will focus on Judaism, more specifically Passover. We will look into the Sedar plate and different foods.
	Advent/Christmas – Expectation	Finally, we will move onto our topic of Advent, a time of joyful expectation of Christmas- the Word becoming a human person, Jesus. We will learn in Advent, Christians celebrate the birth of Jesus, given by God as a sign and expression of God's love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the birth of Jesus. Advent is a time of joyful expectation, as we prepare to receive Jesus into our lives and to share this gift with others at Christmas and throughout the year. At the end of the topic, we will take a moment to reflect and appreciate the opportunities that expectations can offer us.
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	NCETM Prioritising Curriculum	
	Calculating using knowledge of structures 1	<ul style="list-style-type: none"> <li>Explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression.</li> <li>Identify the missing part using their knowledge of part-whole relationships and structures.</li> <li>Correctly represent an equation in a part-whole model.</li> <li>Explain how increasing or decreasing the minuend affects the difference.</li> </ul>

		<ul style="list-style-type: none"> <li>Solve subtraction calculations mentally by using known facts.</li> </ul>
	<b>Multiples of 1,000</b>	<ul style="list-style-type: none"> <li>Explain how one hundred thousand can be composed.</li> <li>Identify and place the position of six-digit multiple of one thousand numbers, on a marked, but unlabelled number line.</li> <li>count forwards and backwards in steps of powers of 10, from any multiple of 1,000.</li> <li>Explain that 100,000 is composed of 50,000s 25,000s and 20,000s.</li> <li>Read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000.</li> </ul>
	<b>Numbers up to 10,000,000</b>	<ul style="list-style-type: none"> <li>Use representations to identify and explain patterns in powers of 10.</li> <li>Use their knowledge of the composition of up to eight-digit numbers to solve problems.</li> <li>Determine the value of digits in numbers up to tens of millions.</li> <li>Explain how to round seven-digit numbers to the nearest hundred thousand.</li> <li>Identify and explain the most efficient way to solve a calculation.</li> <li>Explore and explain different written and mental strategies to solving addition and subtraction problems.</li> </ul>
	<b>Draw, compose and decompose shapes</b>	<ul style="list-style-type: none"> <li>Use knowledge of shape properties to draw, sketch and identify shapes.</li> <li>We can use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes.</li> </ul>
<b>SCIENCE</b>	CUSP CURRICULUM – SEE BELOW	
<b>HISTORY</b>	CUSP CURRICULUM – SEE BELOW	
<b>GEOGRAPHY</b>	CUSP CURRICULUM – SEE BELOW	
<b>COMPUTING</b>	<b>Communication and collaboration</b>	<p>Exploring how data is transferred by working collaboratively online</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>

	<b>Webpage creation</b>	<p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
MUSIC	CUSP CURRICULUM – SEE BELOW	
PE	<b>Unit 1 Personal Skills</b>	<ul style="list-style-type: none"> <li>• I can cope well and react positively when things become difficult.</li> <li>• I can persevere with a task and improve my performance through practice.</li> </ul> <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> <li>• Coordination - Ball Skills</li> <li>• Agility - Reaction / Response</li> </ul>
	<b>Unit 2 Social Skills</b>	<ul style="list-style-type: none"> <li>• I help organise roles and responsibilities and can guide a small group through a task.</li> <li>• I cooperate well with others and give helpful feedback.</li> </ul> <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> <li>• Dynamic Balance - On a Line.</li> <li>• Counter Balance - With a Partner</li> </ul>
	<b>Invasion Games – Hockey</b>	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
	<b>Gymnastics</b>	Develop flexibility, strength, technique, control, and balance
	<b>Swimming</b>	<p>Term 1 – 6P Term 2 – 6C</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently, and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situation</li> </ul>
ART & DESIGN	CUSP CURRICULUM – SEE BELOW	
DESIGN & TECHNOLOGY	CUSP CURRICULUM – SEE BELOW	
FRENCH	CUSP CURRICULUM – SEE BELOW	

PSHE	<b>Get Heartsmart</b> To be able to let love in our heart	<ul style="list-style-type: none"> <li>• To consider what we are worth</li> <li>• To encourage one another with kind and positive words.</li> <li>• To accept encouragement from others</li> <li>• To recall significant events and people in our lives so far</li> <li>• To list things we are grateful for</li> <li>• To spot early signs of physical illness.</li> <li>• To reflect on ways to let love into our hearts</li> </ul>
	To know too Selfie isn't Healthy!	<ul style="list-style-type: none"> <li>• To understand that are ways we are different and ways we are the same</li> <li>• To be able to be a good listener</li> <li>• To understand that generations have gone before us have overcome challenges that we benefit from today</li> <li>• To be able to show ways to be a good friend</li> <li>• To know there are benefits and dangers of social media</li> <li>• To reflect on how we show love for others</li> </ul>
	<b>TenTen</b> UKS2 Module 1, Unit 1	Calming the Storm <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>• Physically becoming an adult is a natural phase of life.</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it!</li> </ul>

## English

### Writing

#### Autobiography

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

#### Discursive writing and speeches

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

#### Poems that create images and explore vocabulary – war poetry

Week 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

#### First person stories with a moral

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

## Explanatory texts

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

## Shakespeare's sonnets

Week 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

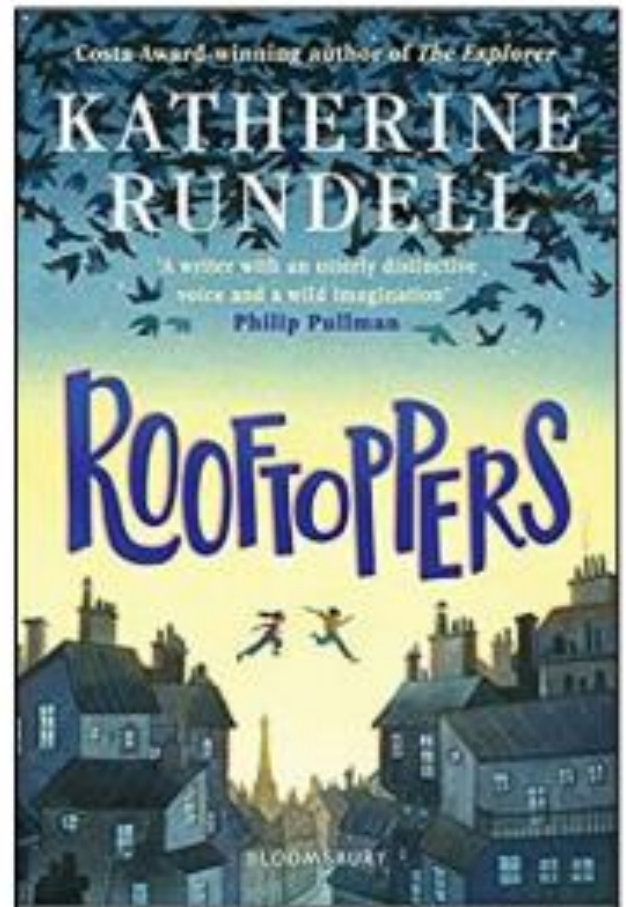


## Reading

Week 1	Week 2
Focus on the core text for summarising and understanding themes	Focus on the core text for predicting and authorial intent
Focus on an advertisement, a report and a recipe for retrieval	Focus on a poem, a script and an interview for inference

Week 1	Week 2
Focus on the core text for comparing and a personal response	Focus on the core text for predicting and authorial intent
Focus on an extended playscript and a report for retrieval	Focus on a poem, a description and a biography for inference

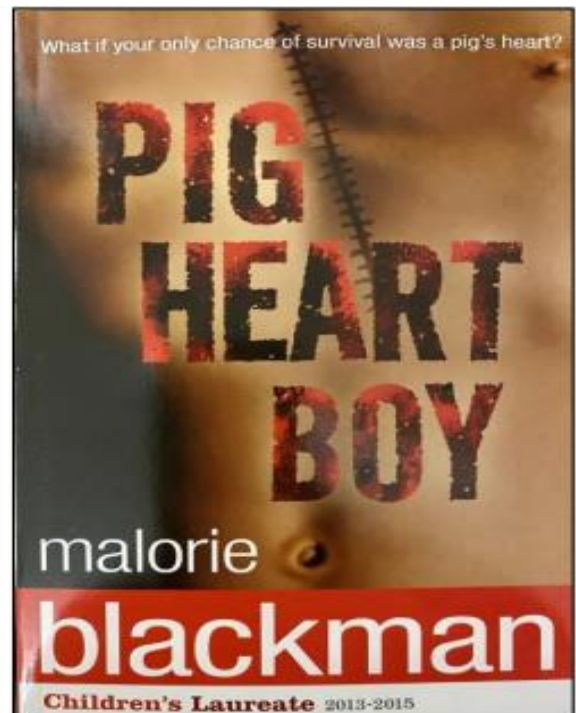
Week 1	Week 2
Focus on the core text for comparing and understanding themes	Focus on the core text for summarising and a personal response
Focus on a discussion, a fact file and welcome leaflet for retrieval	Focus on a poem and a narrative for inference



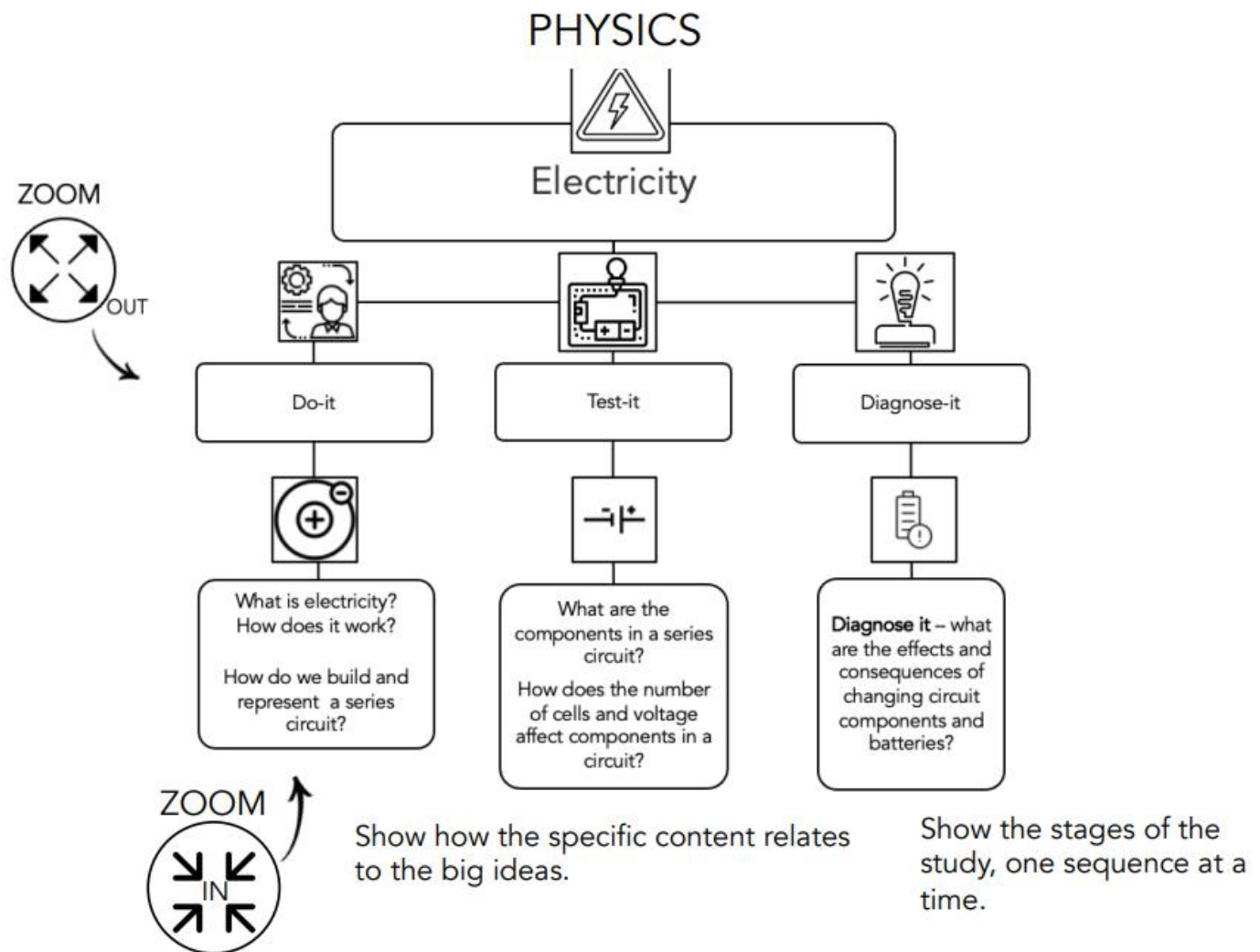
Set in Victorian times, Sophie, the twelve-year-old protagonist, is seemingly orphaned as a result of a shipwreck in which her mother, a cellist, is presumed to have died. She is taken in by an eccentric, intellectual guardian, Charles, who raises her in a somewhat unconventional manner. Unfortunately, the Welfare Agency decide to send Sophie to an orphanage, so, with Charles, she escapes to Paris in search of her mother, who she is convinced is still alive. Whilst there, Sophie befriends Matteo and a network of children who live on the rooftops. Full of adventures and imaginative detail, this book explores the idea that anything is possible with enough love and determination.

Week 1	Week 2
Focus on the core text for comparing and a personal response	Focus on the core text for summarising and understanding themes
Focus on an explanation, a poem and a persuasive letter for retrieval	Focus on a narrative, an advertisement and a report for inference

Week 1	Week 2
Focus on the core text for predicting and understanding authorial intent	Focus on the core text for summarising and a personal response
Focus on a biography, a monologue and a report for retrieval	Focus on a transcript, a poem and a narrative for inference

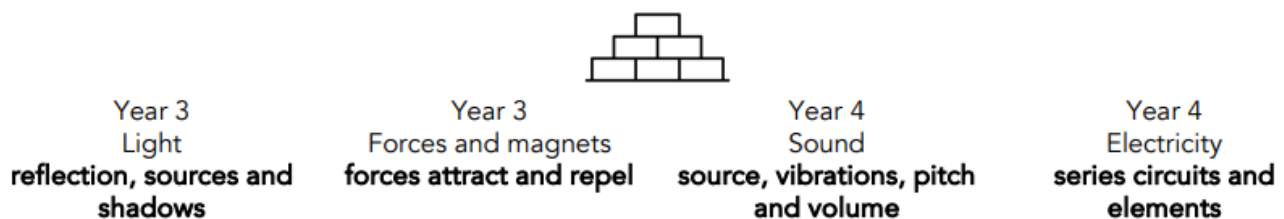


The story centres around Cameron, a thirteen-year-old boy, who is in need of a heart transplant. As time appears to be running out for him, he agrees to take part in a pioneering transplant procedure, using a pig's heart instead of a human one. Desperate to be able to join in with his friends and live to meet a new sibling, Cameron feels this is a chance worth taking, despite the risks. The situation is further intensified for the family when Cameron's best friend, Marlon, breaks his promise to keep the transplant a secret. Consequently, the family suffers intense scrutiny from the press which challenges the relationships within and beyond the family. As part of his recovery, Cameron swims daily and this leads to the final drama of the book, where he is faced with more life-or-death decisions.



Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

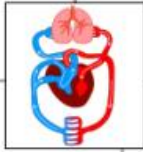
### Prior learning – curriculum narrative



# BIOLOGY

Y6 Animals, including humans –  
circulatory system

Blood and  
blood vessels

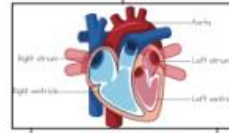


What is blood  
made of and  
why do we need  
it?

Why do our  
bodies need  
nutrients and  
how are they  
transported?

What is our  
circulatory  
system?

The functions of  
the heart



What is our heart  
like inside?  
How does it  
work?

Who influenced  
what we know  
about our  
circulatory  
system?

Body function:  
the effect of  
exercise, drugs  
and lifestyle.



What can we do  
to keep healthy?

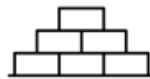
ZOOM



Show how the specific content relates to the big ideas.

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

## Previous learning



Year 3

Animal, including humans  
**nutrition, skeletons and muscles**

Year 4

Animal, including humans  
**teeth, digestion and food chains**

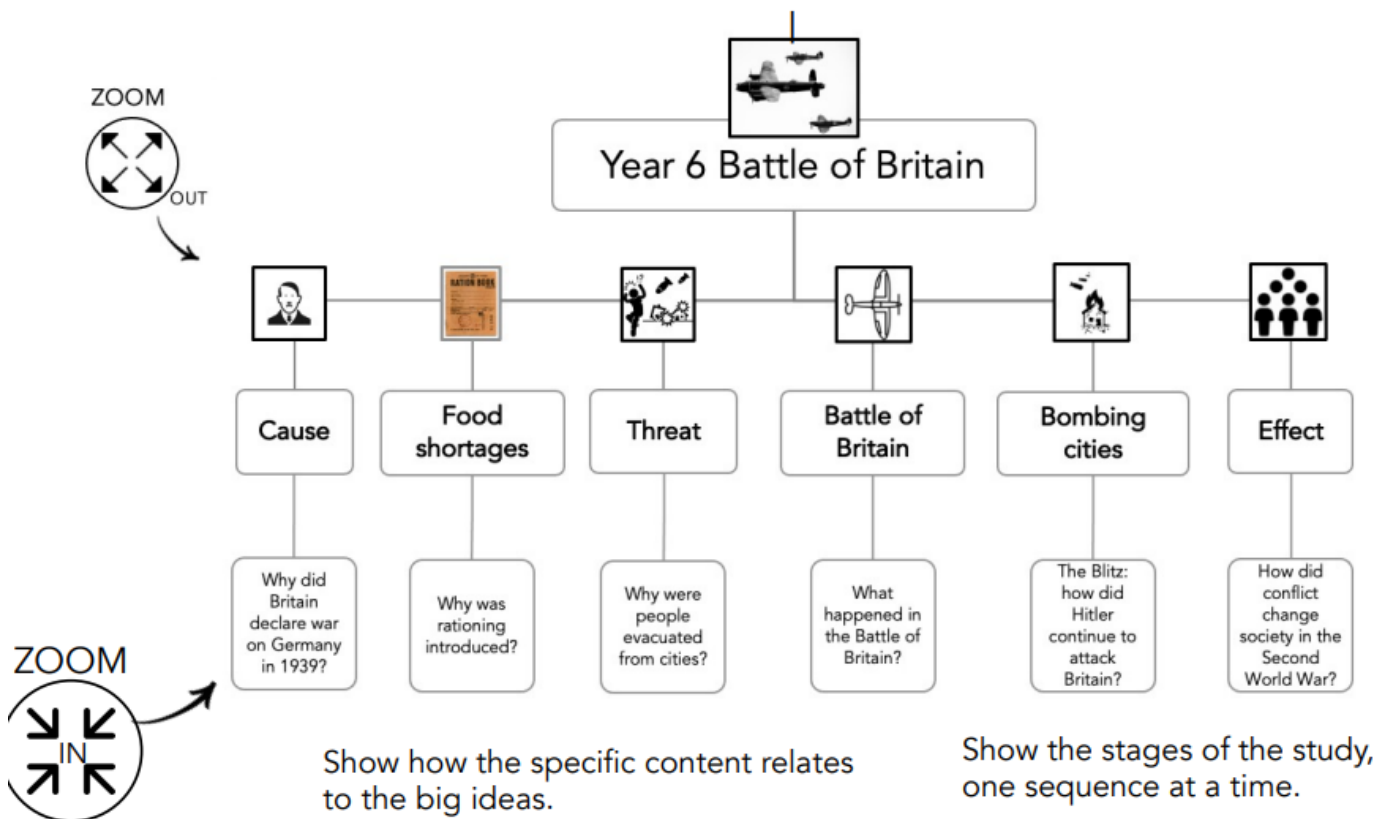
Year 5

Animal, including humans  
**changes as humans develop  
to old age**



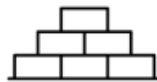
# History

## POWER INVASION COMMUNITY



Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

## Previous learning: Curriculum Narrative



**Year 5**  
Ancient Greeks

**Year 5**  
Maya civilisation and comparison to Anglo-Saxon

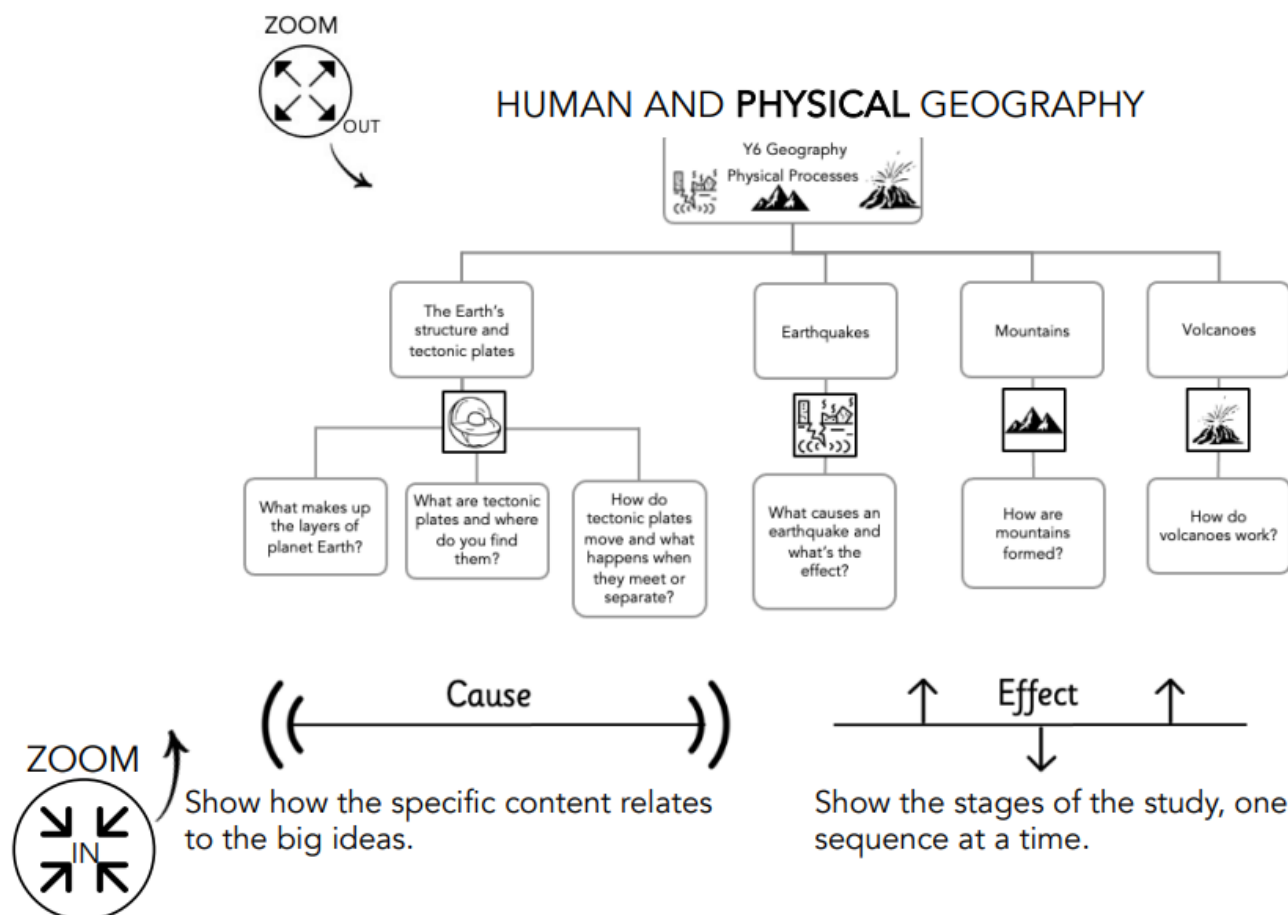
**Year 6**  
How did conflict change our local area in WW2?

Monarchs through time

### Geography

Latitude and longitude | Environmental regions | World cities and biomes | OS maps and fieldwork

# Geography



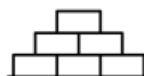
Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

## Human and physical geography

Describe and understand key aspects of:

- physical geography, including: mountains, volcanoes and earthquakes

## Previous learning



### Year 4

Rivers

Latitude and longitude

### Year 4

Water cycle

Map skills – environmental regions

### Year 5

Climate zones and biomes

4 and 6 figure grid references  
OS maps and fieldwork

# Music

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond	Sing in harmony	Create song lyrics	Add a descant	Perform as an ensemble



*In Flanders Fields*  
by John McCrae

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

Know:	Be able to:
That music is often the influence of social factors and / or cultural contexts	Sing songs with an increasing complexity of range  Sing songs in multiple parts, including descants

CUSP Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard*	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard*	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied

Pupils will be able to:

- sing a wide range of songs with a greater vocal range and increasing control over pitch



Prior Learning

- have some experience of maintaining their own part in a group performance.

Week 1	Week 2	Week 3	Week 4	Week 5
Analyse and compare film music	Introduce music technology 2	Layer and combine sounds 1	Layer and combine sounds 2	Add audio to video




**Danny Elfman**  
American film composer, singer and songwriter

At the end of this block, pupils will ...	
Know:	Be able to:
<p>The stylistic features of music composed by Danny Elfman</p> <p>The terms associated with music technology</p>	<p>Select sounds to create a desired effect</p> <p>Sequence sounds, layering and combining to build and reduce texture</p>

CUSP Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied

Pupils will be able to:

- use music software to layer and combine rhythmic loops
- select and combine sounds to build texture



**Prior Learning**

- use a mixing desk function to adjust the volume and dominance of different sounds.



# Art & Design

Lesson 1	Lesson 2	Lesson 3
Exploration of materials  Make reference to previous mark making	Explicit teaching of techniques	Application of knowledge and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
The elements of art and design	Work artistically using: shape, line, form, texture, colour, value and space




Frida Kahlo

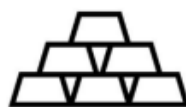
In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork.

They will produce portraits.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- use a wide range of drawing tools
- enlarge an image from a sketch



**Prior Learning**

- explain their choices and the effects they intend to create

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques



*Three Sausages* (1978) by Patrick Caulfield

Click [here](#) to show pupils an image of *Still Life: Autumn Fashion* (1978) by Patrick Caulfield.

Click [here](#) to show pupils an image of *La Cafetière* (1943) by Pablo Picasso.

At the end of this block, pupils will ...	
Know:	Be able to:
Observation of still life can be responded to through a combination of different media and styles	Create a still life using a variety of colours, textures and materials, including paint

In this block, pupils will complete a series of still life paintings, combined with collage. They will look at the still life work of Patrick Caulfield and compare it to the cubism work of Pablo Picasso.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- demonstrate refined skills in layering and overworking in collage
- select images, colours and textures to support their imagery



**Prior Learning**

- understand the purpose of contrast by using opposing colours on the colour wheel
- combine colours as well as create tones and tints for effect and purpose

# Design and Technology

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring other cultures' foods	Exploring other cultures' foods
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques
Evaluating outcomes	Evaluating outcomes	Repeating and improving

At the end of this block, pupils will ...	
Know:	Be able to:
What street foods are	Make a burrito
How snacks can be good foods to eat	Make and roll bread dough
	Make a savoury pastry

		
<i>Burrito</i>	<i>Pitta bread and hummus</i>	<i>Samosas</i>

In this block, pupils will study and make street foods from different cultures. The aim of these sessions is to encourage pupils to think about their own diet and snacks and how their nutritional value could be improved. The block provides an opportunity for pupils to learn about a range of different cultures.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- identify some traditional dishes and ingredients of different cultures
- make, roll and cook flatbread



**Prior Learning**

- prepare a range of vegetables
- present food to a high standard
- explain the nutritional value of a range of foods



Lesson 1	Lesson 2	Lesson 3
Exploring pulleys and their applications	Developing design and problem-solving skills	Developing design and problem-solving skills
Experimenting with different pulley systems	Developing practical skills	Developing practical skills
		Evaluating outcomes



*The London Eye*  
(completed 2000)

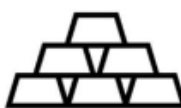
At the end of this block, pupils will ...	
Know:	Be able to:
Types of pulley systems and gears	Design and make a model Ferris wheel powered by gears
Common uses of pulleys and gears	Evaluate the success of their outcomes and recommend improvements
How pulleys and gears can create simple mechanisms and change direction of movement	

In this block, pupils will investigate how pulleys and gears work and design and make their own gears product. Pupils will select and use a variety of modelling materials to create final outcomes.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- explain what a gear is and how it works
- identify different types of gears and their applications



**Prior Learning**

- explore how direction and speed of movement is changed by using a system of gears and / or pulleys
- construct a simple pulley system to lift a load

# French

Year 6 Block A Where I live	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Revisiting aller Introducing habiter Revisiting directions	Revisiting alternative phonic code in French	Pronunciation focus			French houses
Week 2			Saying simple sentences aloud fluently	Reading and interpreting simple phrases using known vocabulary		Revisiting the importance of family in France
Week 3	Introducing house, flat, garden, street Revisiting door, window			Reading and matching phrases to their meaning		Introducing the Art Deco movement
Week 4	Introducing the rooms of a house				Spelling focus – revisiting definite articles le/la/les	
Week 5	Combining house nouns with colours and size adjectives		Saying sentences with adjectives of size and colour	Reading a description and matching to an image		Introducing a famous French architect
Grammatical constructs introduced	Revisiting the use of à before locations.					

Year 6 Block B Emotions and numbers beyond 100	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Revisiting numbers up to 100 Introducing ordinal numbers (1 <sup>st</sup> – 5 <sup>th</sup> )	ième eu  silent letter s at the end of words	Pronunciation focus			Significant historical figures
Week 2			Counting in 2s, 5s, 10s	Reading and translating sentences containing numbers including ordinal numbers		Significant historical figures
Week 3	Revisiting Ça va? and responses Revisiting known emotions using je / tu Revisiting très Introducing un peu (a little)			Reading aloud and translating simple introductions		Significant historical figures
Week 4	Revisiting known emotions in the first and second person				Writing a simple description of a friend (focusing on using second person verb forms)	Significant historical figures
Week 5	Teaching one new emotion Revisiting the negative form ne – pas		Rehearsing forming sentences in the negative form using known verbs in the first / second person and etre in the third person	Reading sentences aloud and focusing on accurate pronunciation		
Week 6 (Optional – suggestions for enrichment)						
Grammatical constructs introduced						