

Class Curriculum Map – Year 5

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| Maths | <p>- Place value – within 100,000 Find the value of each digit in numbers to 100,000; Partition numbers in different ways; Round numbers; Compare and order numbers up to 100,000; Represent numbers in different ways, including with Roman numerals</p> <p>- Place value – within 1,000,000 Understand the value of any digit in a number up to 1,000,000; Compare and order numbers to 1,000,000; Round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000; Use negative numbers; Create number sequences</p> <p>- Number: addition and subtraction Add and subtract numbers with up to 5 digits; Use the column method for addition and subtraction; Round numbers to estimate answers to problems; Add and subtract mentally; Solve problems involving addition and subtraction</p> <p>- Statistics Read information from tables; Understand and create two-way tables; Read information from line graphs; Answer questions relating to the information in graphs and tables; Draw simple line graphs</p> <p>- Number: multiplication and division Recognise and find multiples and factors; Recognise and identify prime numbers; Calculate square and cube numbers; Use inverse operations; Multiply and divide by 10, 100 and 1,000; Multiply and divide by multiples of 10, 100 and 1,000</p> <p>- Measurement: area and perimeter Measure shapes to find their perimeter; Calculate the perimeter of squares, rectangles and other rectilinear shapes; Use a formula to find the area of squares and rectangles; Estimate the area of different shapes</p> | <p>- Number: multiplication and division Multiply a number up to 4 digits by a 1- or 2-digit number; Divide a number up to 4 digits by a 1-digit number; Interpret remainders; Solve problems involving multiplication, division and remainders</p> <p>- Number: fractions Find and use equivalent fractions; Convert between improper fractions and mixed numbers; Compare and order fractions; Understand fractions as division; Use fractions to show remainders; Add and subtract fractions with the same denominator; Add and subtract fractions, including mixed numbers, where one denominator is a multiple of the other; Solve word problems involving fractions; Multiply proper fractions and mixed numbers by whole numbers; Find a fraction of an amount; Understand how fractions can be operators; Solve word problems involving fractions</p> <p>- Number: decimals and percentages Read and write decimals up to three decimal places, including numbers greater than 1; Round decimals to nearest whole number and to one decimal place; Order and compare decimal numbers up to three decimal places; Write percentages as fractions and as decimals</p> | <p>- Number: decimals Add and subtract decimals with the same number of digits after the decimal point; Add and subtract decimals with a different number of digits after the decimal point; Add whole numbers to decimals; Subtract decimals from whole numbers; Solve problems involving addition and subtraction of decimals including money Problems; Multiply and divide decimals and whole numbers by 10, 100 and 1,000</p> <p>- Geometry: properties of shapes Measure angles in degrees; Learn to measure angles with a protractor; Draw lines and angles accurately; Calculate missing angles; Learn about angles in shapes; Recognise and draw parallel lines; Recognise and draw perpendicular lines; Label parallel and perpendicular lines with the correct notation; Accurately identify regular and irregular polygons; Recognise different 3D shapes from different views</p> <p>- Geometry: position and direction Learn to reflect simple 2D shapes in vertical and horizontal lines; Plot and find coordinates of a reflected point on a grid; Use coordinates to calculate new points of a reflected shape; Translate 2D shapes on grid paper; Use coordinates to find translations</p> <p>- Measurement: converting units Convert between metric units of length, mass and capacity; Recognise imperial units and understand how to convert them into metric units; Convert between units of time; Read timetables and understand the information they show; Solve problems based on measures</p> <p>- Measurement: volume and capacity Learn what the volume of a shape is; Find volumes of shapes by counting unit cubes; Draw shapes with different volumes; Compare the volume of different shapes; Estimate the capacity of different shapes</p> |
| English | <p>Autumn 1</p> <p>- Recount writing: diary entry</p> <p>- Text: Queen of the Falls by Chris Van Allsburg</p> | <p>Spring 1</p> <p>- Fiction writing: myths</p> <p>- Text: Arthur and the Golden Rope by Joe Todd-Stanton</p> | <p>Summer 1</p> <p>- Persuasion/information writing: leaflet</p> <p>- Text: The Paperbag Prince by Colin Thompson</p> |

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Spoken language: Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Draw inferences (characters feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate author's language choice; Distinguish between fact and opinion; Participate in discussion about books; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors

Autumn 2

- Fiction writing: traditional tale
- Text: The Lost Happy Endings by Carol Ann Duffy

Spoken language: Ask relevant questions; Build vocabulary; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Identify and discuss themes and conventions; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Participate in discussions about

Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Give well-structured, descriptions, explanations and narratives; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension: Identify and discuss themes and conventions; Make comparisons within and across books; Learn poetry by heart; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Summarise main ideas, identifying key details; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Proof-read for spelling and punctuation errors; Perform own compositions using appropriate intonation, volume and movement.

Spring 2

- Recount writing: formal biography
- Text: The Darkest Dark by Chris Hadfield

Spoken language: Build vocabulary; Articulate and justify answers; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers for effective communication

Reading comprehension: Identify and discuss themes and conventions; Check sense, discuss understanding and explore meaning of new words in context; Draw inferences (characters' feelings, thoughts and motives)

Spoken language: Listen and respond; Build vocabulary; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints; Select and use appropriate registers for effective communication

Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Predict from details stated and implied; Identify how language structure and presentation contribute to meaning; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Use organisational and presentational devices to structure texts; Use consistent and correct tense; Distinguish between the language of speech and writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors.

Summer 2

- Information writing: information text
- Text: Radiant Child by Javaka Steptoe

Spoken language: Listen and respond; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints



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| | <p>books; Explain and discuss understanding of reading; Provide reasoned justifications for views</p> <p>Writing composition: Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense</p> | <p>and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction</p> <p>Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Précis longer passages; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Distinguish between the language of speech and writing; Proof-read for spelling and punctuation errors</p> | <p>Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict what might happen from details stated and implied; Evaluate authors' language choice; Participate in discussions about books; Provide reasoned justifications for view</p> <p>Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors</p> |
| <p>RE</p> | <p>Autumn 1</p> <p>- What does it mean to be a Sikh? What it means to belong to a community; The key teachings of Sikhism; The Gurdwara & Guru Granth Sahib</p> <p>Autumn 2</p> <p>- What do Sikhs believe? The basic beliefs and practices of the Sikh faith; Know the story of the founding of the Khalsa; Know about the Amrit ceremony; To know the symbolism of the 5 Ks and their importance for Sikhs.</p> <p>- How do art and music convey Christmas? Identify and express Christian beliefs about Christmas exploring a range of art styles and the style of a Christmas Carol; Consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.</p> | <p>Spring 1</p> <p>- How has the Christian message survived for 2000 years? How the Christian message spread in the past; What persecution is and why it might inhibit the spread of a message; How the Christian Message spread after Jesus' Ascension and the 1st. Pentecost; How Confirmation contributes to the spread of the Christian message; How Christians believe that the Holy Spirit equips them to share the Christian message and how the confirmation ritual shows this belief.</p> <p>Spring 2</p> <p>- Do fame and Christian faith go together? The qualities that Christians hold and the distinctively Christian values that they live by; How Christian qualities support fame, you can be "famous" and also be a Christian, without having to compromise your faith.</p> <p>- Salvation: What happens in churches during Lent and Easter? Ash Wednesday, Passiontide, Passion Sunday and Palm Sunday; Maundy Thursday; Good Friday; Holy Saturday and Easter Day; Understanding of how the living out of ritual in church at Easter inspires and influences Christians.</p> | <p>Summer 1</p> <p>- What can we learn from wisdom? Why is wisdom important? What wisdom can you offer and from where does this wisdom come?</p> <p>Summer 2:</p> <p>- Understanding Faith: what can we discover about the faiths in our local community? Pupils will investigate the faiths and beliefs in the local community and the wider borough; They will consider how and why these communities in the borough have changed over the past 50 years; Pupils are to find out more about how faith groups work in partnership with each other and the local community and how life in the borough has been enriched by the diversity of the faiths and beliefs that make up the borough.</p> |

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| <p>Computing</p> | <p>Autumn 1 & 2 'Computer Science: Coding 'We are game developers' Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>Spring 1 - Computer Science: Computational thinking 'We are cryptographers' Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; 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; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Spring 2 - Digital Literacy: Online safety 'We are web developers' 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; 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; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Be discerning in evaluating digital content.</p> | <p>Summer 1 & 2 - Information Technology: Media 'We are adventure gamers' Use search technologies effectively; Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information; Use technology safely, respectfully and responsibly.</p> |
| <p>Science</p> | <p>Autumn 1 - Living things and their habitats: Describe life cycle of mammal, amphibian, insect, bird; describe life process of reproduction in plants and animals.</p> <p>Autumn 2 - Forces: <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. </p> | <p>Spring 1 - Properties of materials: <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. </p> | <p>Summer 1 - Changes of materials:</p> <ul style="list-style-type: none"> • properties and changes of materials • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Demonstrate that dissolving, mixing and changes of state are reversible changes. |

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| | <ul style="list-style-type: none"> Identify the effects of air resistance, water resistance and friction that act between moving surfaces. | <p>Spring 2</p> <p>- Earth and Space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> | <ul style="list-style-type: none"> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Summer 2</p> <p>- Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age Animals (SRE unit science part of PSHE) <p>- Forces Simple Machines</p> <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |
| Geography | <p>Autumn 2</p> <p>Climate Zones Location knowledge and skills:</p> <p>Climate Zones</p> <p>Identify the different lines of latitude and explain how latitude is linked to climate. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Compare temperate and tropical climates. Explore weather patterns within a climate zone. Write a weather forecast for a typical day in your choice of climate zone. Identify the characteristics of each climate zone.</p> | <p>Spring 2</p> <p>Human and Physical Geography:</p> <p>Mountains:</p> <p>Describe what a mountain is and locate the world's 'Seven Summits' on a map. Describe the key features of mountains and how they are formed. Describe the climate of the mountains and explore mountain life. Explore and locate the UK's highest mountains. Recognise the importance of the Himalayas for people living in the region. Share your knowledge about a world-famous mountain or mountainous region.</p> | <p>Summer 2</p> <p>Place knowledge:</p> <p>Locate North America on a world map and explore the landscape. Identify countries within North America and states within the USA. Explore the physical geography of the Rockies. Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. Compare the landscapes of different US states. Compare New York State, New York City and where I live.</p> |
| History | <p>Autumn 1</p> <p>Strand: Gods and Religion</p> <p>Vikings</p> <ul style="list-style-type: none"> Vikings as invaders (timelines and maps) Vikings as explorers (warriors, longships and weaponry) | <p>Spring 1</p> <p>Strand: Inventions and Discoveries</p> <p>Maya Civilisation</p> <ul style="list-style-type: none"> Place the Mayas on a timeline (awareness that there are Maya people living today) Comparison of ancient Maya to modern day Maya | <p>Summer 1</p> <p>Strand: Significant People</p> <p>The Kingdom of Benin</p> <ul style="list-style-type: none"> The rise of the Kingdom of Benin (Timeline) Ogisos and Obas (the influence of the Obas and the growth of the Kingdom) |

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| | <ul style="list-style-type: none"> - Viking as traders (trade routes, what did they trade) - Life as a Viking - Religion (Gods and goddesses, the Norse creation story, the afterlife) | <ul style="list-style-type: none"> - Cities and architecture (influence of the stars) - Maths and the calendar (the invention of zero) - The calendar's influence on farming - Religion (Gods, the afterlife) | <ul style="list-style-type: none"> - Religion (Obas as gods, the creation story) - Life in Benin (comparison of life of Obas and life of regular people) - Art from Benin (the Benin Bronzes) - The Fall of The Kingdom Benin |
| Art & Design | <p>Autumn 1</p> <ul style="list-style-type: none"> - Painting; Drawing; Work in a sustained and independent way to create a details drawing <p>Autumn 2</p> <ul style="list-style-type: none"> - Develop a painting from a drawing; Mix and match colours; Identify mix and use primary secondary complimentary and contrasting colours | <p>Spring 1</p> <ul style="list-style-type: none"> - Sculpture; Drawing; Begin to use simple perspective in their work. <p>Spring 2</p> <ul style="list-style-type: none"> - Show experience in combining pinch, slabbing and coiling to produce end pieces | <p>Summer 1</p> <ul style="list-style-type: none"> - Celebration of work; Printing/ craft; Drawing; Begin to develop an awareness of composition, scale and proportion <p>Summer 2</p> <ul style="list-style-type: none"> - Experiment with overprinting motifs and colours |
| Music | <p>Autumn 1</p> <ul style="list-style-type: none"> - Compose music for a range of purposes using the inter-related dimensions: learn techniques used in soundtracks and film scores to create own film music. - Use and understand staff and other musical notations: use graphic notation to create and perform from - Play and perform in solo and ensemble contexts using musical instruments: perform sound effects to a movie <p>Autumn 2</p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory: perform melodic phrases accurately. - Compose music for a range of purposes using the inter-related dimensions of music: Use 'hit-points' and 'spotting' to create a movie soundtrack - Play and perform in solo and ensemble contexts using musical instruments: perform a movie soundtrack | <p>Spring 1</p> <ul style="list-style-type: none"> - Perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression: sing songs using dynamic shape - Compose music for a range of purposes using the inter-related dimensions of music: create an ostinato accompaniment to a song thinking about timbre, rhythm and tempo. Perform, record and evaluate <p>Spring 2</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers: identifying instrumentation and instrumental techniques, analysis of mood and character. Using these ideas to create own group composition. Rehearse, perform, record and evaluate. | <p>Summer 1</p> <ul style="list-style-type: none"> - Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression: understanding and playing musical phrases using tuned instruments. - Play and perform in ensemble contexts: sing songs in up to 3-part harmony and develop singing techniques. Play a melody on tuned percussion to accompany a song. <p>Summer 2</p> <ul style="list-style-type: none"> - Understand and explore how music is created and produced including through the interrelated dimensions of music: explore the structure and arrangement of songs. |

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| <p>PE</p> | <p>Autumn 1 Invasion Games - Tag Rugby</p> <p>Autumn 2 Invasion Games - Netball</p> | <p>Spring 1 Invasion Games - Basketball Gymnastics</p> <p>Spring 2 Racket Sports - Tennis Dance</p> | <p>Summer 1 Bat and Ball - Cricket</p> <p>Summer 2 Track and Field - Athletics</p> |
| <p>DT</p> | <p>Autumn 1 - Mechanisms: Pop Up Books (utilising a range of mechanisms)</p> <p>Autumn 2 - Textiles: Stuffed toys (blanket stitch, hidden seams, stuffing)</p> | <p>Spring 1 - Electrical Systems: Electric Greetings Cards (using series and parallel circuits).</p> <p>Spring 2 - Structures: Bridges (working with appropriate tools and equipment)</p> | <p>Summer 1 - Digital World: Monitoring Devices (Applying Computing knowledge and understanding to program, CAD skills)</p> <p>Summer 2 - Cooking and Nutrition: What could be healthier (cooking vegetables and meat hygienically)</p> |
| <p>PSHE</p> | <p>Autumn 1 - Being in My World Prepare children to play an active role as citizens: being a citizen; rights and responsibilities; democracy and having a voice.</p> <p>Autumn 2 - Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: racism; bullying; enjoying and respecting other cultures.</p> | <p>Spring 1 - Dreams and Goals Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: future dreams; jobs and careers; supporting others (charity).</p> <p>Spring 2 - Healthy Me Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; exercise; healthy eating; staying clean and safe.</p> | <p>Summer 1 - Relationships Develop confidence in talking, listening and thinking about feelings and relationships; friendships; dealing with conflict; being a good friend.</p> <p>Summer 2 - Changing Me Describe the life process of reproduction in some plants and animals; Describe the changes as humans develop to old age; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; self and body image; puberty in boys and girls; coping with change.</p> |
| <p>French</p> | <p>Autumn 1 - Studying French words/word-roots/ found in the English language as well as word patterns and the circumflex accent; recognising "false friends"</p> <p>Autumn 2</p> | <p>Spring 1 - Develop and practise reading skills - use of liaisons, how accents affect pronunciation, the "shy "e".</p> <p>Spring 2</p> | <p>Summer 1 - Immersion in the spoken language; responding to spoken instructions in order to produce a drawing. Identifying pre- determined vocabulary in native-speaker videos.</p> |

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| | <p>- Develop spoken communication using common scenarios; key questions and preference statements.</p> | <p>- Learning numbers to 100. Identifying them non-sequentially both into and from French.</p> | <p>Summer 2 - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.</p> |
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