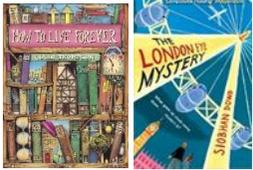
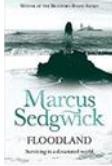
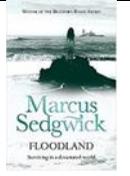
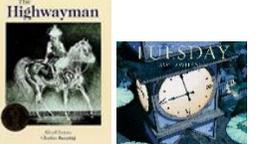
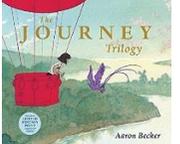


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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Phonics/SPAG	<p><b>Punctuation:</b> speech, commas</p> <p><b>Grammar:</b> cohesion, sentence starters</p> <p><b>Spelling:</b> Year 3/4 words, doubling consonants, plural endings, common homophones</p>	<p><b>Punctuation:</b> colons, semi colons</p> <p><b>Grammar:</b> active and passive voice, cohesion</p> <p><b>Spelling:</b> cious/tious, ible/ibly, able/ably, fer, Year 5/6 words</p>	<p><b>Punctuation:</b> commas to avoid ambiguity, bullet points</p> <p><b>Grammar:</b> subjunctive and range of tense (perfect form), formality</p> <p><b>Spelling:</b> cial/tial, ant/ancy/ance, ent/ency/ence, ough, ei after c</p>	<p><b>Punctuation:</b> parenthesis, speech</p> <p><b>Grammar:</b> audience and purpose</p> <p><b>Spelling:</b> Homophones/commonly confused words, Year 5/6 words</p>	<p><b>Punctuation:</b> hyphens</p> <p><b>Grammar:</b> audience and purpose</p> <p><b>Spelling:</b> Silent letters, Year 5/6 words</p>	<p><b>Punctuation:</b> embed all</p> <p><b>Grammar:</b> audience and purpose</p> <p><b>Spelling:</b> Words with hyphens, Year 5/6 words</p>
	Reading		 <p><b>Non Fiction - Victorians</b></p>	 <p><b>SATs Text/Skills</b></p>	 <p><b>SATs Text/Skills</b></p>		<p><b>End-of-Year Production</b></p>
		<p><b>Range:</b> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Learn a wider range of poetry by heart Prepare poems and plays to read and aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><b>Black Hat</b> Explore the meanings of words in different contexts within fiction and non-fiction Apply their growing knowledge of root words, prefixes and suffixes to</p>	<p><b>White Hat:</b> Discuss their understanding of both texts they have read independently and those read to them Retrieve, record and present information from a range of non-fiction sources Use skimming and scanning to locate information selectively and precisely across a range of sources Explain their thinking through making reference to key details and comparisons Ask questions to improve their understanding</p>	<p><b>Red/Blue Hat:</b> Draw inferences across texts about characters' viewpoints and authors' viewpoints Use evidence from across the text to justify and explain inferences in greater detail Provide reasoned justifications for their views</p>	<p><b>Purple Hat:</b> Identify the structural conventions of non-fiction in relation to the text type Identify how the structure and presentation of text contributes to the meaning Read books that are structured in different ways and read for a range of purposes</p>	<p><b>Yellow Hat:</b> Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact the reader Distinguish between fact, opinion and bias Identify how language, structure and presentation contribute to meaning</p>	<p><b>Green Hat:</b> Predict what may happen based on their understanding of content and theme Summarise ideas, events and information throughout a text and across texts Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books</p>

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		<p>read aloud and to understand the meaning of new words :</p>					
	<p>Writing</p>	 <p>Short Narrative – Description, Recount, Diary Entry, Dialogue Longer Narrative</p> <p>Non-Chronological Report – London Eye Newspaper Report – discovery of animal</p> <p>Travel Brochure – London</p> <p>Newspaper – Find Salim</p>	 <p>Short Narrative - Diary Entry, Description Longer Narrative Recount</p> <p>Instructions – how to escape Biography – Dr Barnardo</p> <p>Advertisement - Circus, Skipping Jim</p> <p>Review of Street Child</p>	 <p>Recount Shorter Narrative – Description Longer narrative</p> <p>Explanation – how world flooded Non-Chronological Report - tribe</p> <p>Persuasive letter – come with me</p> <p>Balanced Argument Should Zoe stay?</p>	 <p>Short Narrative – Diary entry, description Longer Narrative</p> <p>Non-Chronological Report – animal Newspaper Report – discovery of tree species</p> <p>Persuasion – sell my vegetables Travel Brochure – Land of Never Believe</p> <p>Newspaper Report – discovery of animal</p>	 <p>Short Narrative – Description, Letter, Diary entry, point of view Longer Narrative</p> <p>Newspaper Report – events in poem, events of Tuesday</p> <p>Biography – Dick Turpin Is The Highwayman a villain or hero – persuade your side of the argument</p> <p>Newspaper Report – events in poem, events of Tuesday</p>	 <p>Longer Narrative Short Narrative – Letter, Description</p> <p>Newspaper report – capture of bird Non-Chronological Report- purple bird</p> <p>Travel Brochure – The City</p> <p>Newspaper report – capture of bird</p>
<p>Maths</p>	<p>Number and Place Value Addition and Subtraction Multiplication and Division Fractions Geometry – position and direction</p>		<p>Decimals Percentage Algebra Measurement – converting units Measurement – perimeter, area, volume Ratio</p>		<p>Geometry – properties of shape Statistics</p>		
<p>Science</p>	<p><b>TOPIC: Light</b></p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources from our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to</p>	<p><b>TOPIC: Electricity</b></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use symbols when representing a simple circuit in a diagram</p>	<p><b>TOPIC: Living things and their habitats</b></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Key Scientists: Carl Linnaeus (classifying plants and organisms);</b></p>	<p><b>TOPIC: Evolution and inheritance</b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that</p>	<p><b>TOPIC: Animals, including humans</b></p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>		

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	<p>explain why shadows have the same shape as the objects that cast them</p> <p><b>Key Scientists: Thomas Young (wave theory of light); Ibn Al-Haytham (light and our eyes); Stephen Hawking (black holes)</b></p>	<p><b>Key Scientists: Alessandro Volta (electrical battery); Nicola Tesla (alternating currents); Steve Jobs (electronics in computing)</b></p>	<p><b>Libbie Hyman (classifying invertebrates)</b></p>	<p>adaptation may lead to evolution</p> <p><b>Key Scientists: Charles Darwin and Alfred Russel Wallace (theory of evolution); Jane Goodall (chimpanzees); Mary Leakey (fossils)</b></p>	<p><b>Key Scientists: Justus von Liebig (nutrition and metabolism); Sir Richard Doll (research on smoking); Leonardo Da Vinci (anatomy)</b></p>	
PE	<p><b>Netball</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Gymnastics</b></p> <p>develop flexibility, strength, technique, control and balance</p>	<p><b>Football</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Dance</b></p> <p>perform dances using a range of movement patterns</p>	<p><b>Hockey/Goal Ball</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><b>Tennis/Goal Ball</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><b>Athletics/Rounders</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Camp</b></p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Cricket/Rounders</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>CC/PD: OAA (residential)</p>
PSHE	<p><b>Puzzle Piece 1</b> <b>Being Me in My World</b></p> <p><b>Identifying goals for the year</b> <b>Global citizenship</b> Children's universal rights Feeling welcome and valued <b>Choices, consequences and rewards</b> Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>CC/PD: Level 2 cycling proficiency</p>	<p><b>Puzzle Piece 2</b> <b>Celebrating Difference</b></p> <p><b>Perceptions of normality</b> <b>Understanding disability</b> Power struggles <b>Understanding bullying</b> <b>Inclusion/exclusion</b> Differences as conflict Difference of celebration Empathy</p>	<p><b>Puzzle Piece 3</b> <b>Dreams and Goals</b></p> <p><b>Personal learning goals, in and out of school</b> Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements compliments</p>	<p><b>Puzzle Piece 4</b> <b>Healthy Me</b></p> <p>Taking personal responsibility <b>How substances affect the body</b> <b>Exploitation, including county lines and gang culture</b> Emotional and mental health Managing stress</p>	<p><b>Puzzle Piece 5</b> <b>Relationships</b></p> <p><b>Mental health</b> <b>Identifying mental health worries and sources of support</b> Love and loss Managing feelings Power and control Assertiveness <b>Technology safety</b> Taking responsibility with technology use</p> <p>CC/PD: First Aid CC/PD: Visit to LifeSkills</p>	<p><b>Puzzle Piece 6</b> <b>Changing Me</b></p> <p>Self-image Body image <b>Puberty and feelings</b> <b>Conception to birth</b> Reflections about change Physical attraction <b>Respect and consent</b> <b>Boyfriends/girlfriends</b> <b>Sexing</b> <b>Transition</b></p>
Computing	<p><b>Online Safety Unit:</b></p> <p>use technology safely, respectfully and</p>	<p><b>Impact of Technology Unit: Websites</b></p>	<p><b>Programming Unit: Flowol</b></p>	<p><b>Programming Unit: Kodu</b></p>	<p><b>Data Unit: Health and Weather</b></p>	<p><b>Media Unit: Marketing</b></p>

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	<p>responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>SWGfL – Digital Literacy Unit</b></p> <p>Be Internet Legends ThinkUKnow Cyber Cafe</p>	<p>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.</p> <p>Internet Search Engines</p> <p><b>Multimedia Unit: PowerPoint?</b></p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Flowol</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Understand programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p><b>ESPRESSO CODING??</b></p>	<p>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.</p> <p>Excel Spreadsheet</p>	<p>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</p> <p>Camera – visual and audio Publisher PowerPoint Word</p>
Art	<p><b>TOPIC: Cityscapes</b></p> <p>Artist: Charles Fazzino; Colin Thompson; Leonid Afremov Focus media: paint Focus skill:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting, collage and sculpture with a range of materials.</p> <p>To find out about great artists, architects and designers in history.</p>	<p><b>TOPIC: William Morris</b></p> <p>Artist: William Morris Focus media: ink/paint Focus skill: printing</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials.</p> <p>To find out about great artists, architects and designers in history. <i>William Morris</i></p>		<p><b>TOPIC: Graffiti</b></p> <p>Artist: Banksy Focus media: chalk, pencil, charcoal Focus skill: shape and form</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To find out about great artists, architects and designers in history. <i>Banksy</i></p> <p>CC/PD: Visit from an artist</p>		<p><b>TOPIC: Pop Art</b></p> <p>Artist: Andy Warhol Focus media: pencil, paint Focus skill: pattern</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To find out about great artists, architects and designers in history. <i>Andy Warhol</i></p>
Dt FLOWOL???		<p><b>TOPIC: Stockings</b></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their</p>	<p><b>TOPIC: Shelters</b></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their</p>		<p><b>TOPIC: Cooking</b></p> <p>Understand and apply the principles of a healthy and varied diet;</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a</p>	

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		<p>ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>		<p>variety of ingredients are grown, reared, caught and processed.</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	
<p><b>Music</b></p>	<p><b>Charanga</b> <b>Happy – Pop/Neo-soul</b> <b>Unit theme: Being happy</b></p> <p>Play and perform in solo and ensemble contexts, using their <b>voices and playing musical instruments</b> with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of</p>	<p><b>Oliver</b></p> <p>Play and perform in solo and ensemble contexts, using their <b>voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds</p>	<p><b>Charanga</b> <b>Classroom Jazz Stage 2 – Bacharach and Blues</b> <b>Unit theme: Jazz, improvisation and composition</b></p> <p>Play and perform in solo and ensemble contexts, using their <b>voices and playing musical instruments</b> with increasing accuracy, fluency, control and expression.</p>	<p><b>Charanga</b> <b>You’ve Got a Friend – 70s Ballad</b> <b>Unit theme: The music of Carole King</b></p> <p>Play and perform in solo and ensemble contexts, using their <b>voices and playing musical instruments</b> with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of</p>	<p><b>Charanga</b> <b>Music and Me</b> <b>Unit theme: Inspirational women working in music</b></p> <p>Play and perform in solo and ensemble contexts, using their <b>Digital music and playing musical instruments</b> with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of</p>	<p><b>UKS2 Production</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>CC/PD: Perform for the community</b></p>

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	<p>music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(Pop)</b> Develop an understanding of the history of music. Use and understand staff and other musical notations</p>	<p>with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(Musical)</b></p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(Jazz)</b> Develop an understanding of the history of music. Use and understand staff and other musical notations</p>	<p>purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(Carole King)</b> Develop an understanding of the history of music. Use and understand staff and other musical notations</p>	<p>music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(Shiva Feshareki, Eska, Afrodeutsche, Anna Meredith )</b> Develop an understanding of the history of music. Use and understand staff and other musical notations</p>	
<p><b>Geography</b></p>	<p>Location Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>					
			<p><b><u>TOPIC: Water World</u></b>  describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b><u>TOPIC: The Grand Canyon</u></b>  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  describe and understand key aspects of:  human geography, including: types of settlement and land use, economic activity including trade links.  <b>CC/PD: Links with children around the world</b></p>		<p><b><u>TOPIC: Natural Resources</u></b>  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

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<p><b>History</b></p>	<p><b>TOPIC: Crime and Punishment/ Victorian Children</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history)</li> </ul> <p>CC/PD: Dress up</p>				<p><b>TOPIC: Leisure and entertainment in the 20th Century.</b></p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as leisure and entertainment in the 20th Century)</p>	
<p><b>RE</b></p>	<p>U2.5 Is it better to express your religion in arts/charity</p>	<p>U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>	<p>U2.7 What matters most to Christians and to Humanists?</p>		
<p><b>MfL</b></p>	<p><b>Progressive Language Unit:</b> At the Weekend</p> <ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say what they do at the weekend in Spanish.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> <li>Know the vocabulary in Spanish associated with time and hobbies</li> </ul>	<p><b>Core Vocab Unit:</b> Christmas</p> <p><b>Progressive Language Unit:</b> Me in the World</p> <ul style="list-style-type: none"> <li>About the many countries in the world that speak Spanish.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>Present an account of different Spanish festivals</li> </ul>	<p><b>Core Vocab Unit:</b> Maths Calculations</p> <p><b>Progressive Language Unit:</b> At School</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Tell the time in Spanish.</li> <li>Create a Spanish timetable for school.</li> <li>Use the verb IR in Spanish to say what time they go to school.</li> </ul>	<p><b>Progressive Language Unit:</b> Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>Name ten foods and drinks that are considered good for your health.</li> <li>Name ten foods and drinks that are not considered good for your health.</li> <li>Recognise ten foods and drinks that are considered good for your health.</li> <li>Recognise ten foods and drinks that are not considered good for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy lifestyle.</li> <li>Learn to make a healthy recipe in Spanish.</li> </ul>		