

Year 5 - Curriculum Overview 2018-19  
(Skills and Topic)

	<b>Autumn Term</b> <b>It's all Greek to Me</b> <b>Space - The Final Frontier</b>	<b>Spring Term</b> <b>Vicious Vikings</b> <b>Jungle Fever</b>	<b>Summer Term</b> <b>Off with their heads!</b>
<b>English</b>	Greek myths and Aesop's fables Historical fiction - Mission to Marathon, Crown of Violet, The Discus Thrower Seize the Moment by Helen Sharman - autobiographical recounts NASA Space Travel posters - children produce their own Lunar landings - newspaper reports	Legend: Beowulf Viking Boy by Tony Bradman - historical fiction Non-chronological reports Running Wild by Michael Morpurgo Persuasive texts -deforestation Letter writing- if link developed with a school in another country Rainforest poetry - performance poetry about deforestation?	Non-fiction texts Lady Grace mysteries - mystery fiction Anne Boleyn and me: The Diary of Elinor Valjean The Highwayman - although later than the topic period Shakespeare's Sonnets
<b>Maths</b>	See separate planning overview - where possible, links to the topic will be made		
<b>History</b>	<p><b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world</p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous work on Ancient Rome and Ancient Egypt. Where do the Ancient Greeks fit in?</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction (<u>researching Ancient Greece - using artefacts and using non-fiction books to research the topic.</u>)</p> <p>Identify connections and contrasts between periods in the past (<u>how Ancient Greece has affected Western life.</u>)</p> <p>Identify differences within periods in the past; Study different aspects of different people - differences between men and women (<u>Sparta vs Athens</u>)</p> <p>Identify change and continuity within periods in the past; Compare life in early and late 'times' studied (<u>Early and late Ancient Greek period; how does Ancient Greece compared to Greece today?</u>).</p> <p>Compare an aspect of life with the same aspect in another period (<u>comparing Greek democracy and politics with modern politics and democracy.</u>)</p> <p><b>Moon Landings/First British person in space</b></p> <p>Use evidence to build up a picture of past event - <u>the history of space travel</u></p>	<p><b>Vikings</b></p> <p><u>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous work - where do the Vikings fit in chronologically?</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction (<u>researching The Viking raids and the Anglo-Saxon settlements; the legend of Lady Godiva - an Anglo-Saxon noblewoman who lived near Coventry</u>)</p> <p>periods in the past; Study different aspects of different people - differences between men and women (<u>how did men and women's lives differ? How did the Vikings differ from the Anglo-saxons?</u>)</p> <p>Identify change and continuity within periods in the past; Compare life in early and late 'times' studied (<u>How did the time of the early Viking raids differ from the time that Edward the Confessor was on the throne?</u>).</p> <p><b>Rainforests</b></p> <p>Identify connections and contrasts between periods in the past; Compare an aspect of life with the same aspect in another period (<u>How has human action changed the landscape of the rainforests over time?</u>)</p>	<p><b>The Tudors</b></p> <p><u>An aspect or theme of British history that extends pupils' chronological understanding beyond 1066</u></p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous units and other British events they already know about such as the Great Fire of London and the Gunpowder Plot</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction - <u>research about the Tudors topic using a range of sources</u></p> <p>Identify connections and contrasts between periods in the past (<u>how The Reformation affected the culture and politics of the Tudor period and those that followed; how knowledge of medicine and the human body meant that life expectancy in Tudor times was low.</u>)</p> <p>Identify differences within periods in the past; Study different aspects of different people - differences between men and women (<u>differences between the lives of rich and poor; differences between men and women</u>)</p> <p>Compare an aspect of life with the same aspect in another period (<u>how people view themselves and record themselves - link to our artwork; role of the monarchy; persecution of groups of people.</u>)</p>

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	<p><u>/ moon landings</u>            Examine causes and results of great events and the impact on people            Offer some reasons for different versions of events</p>		
<b>Science</b>	<p><b>Earth and Space</b>            Describe the movement of the Earth 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. (<u>Discrete teaching about planets and the earth – using information about different planets to produce travel brochures</u>)            To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena – (<u>Skype a Scientist – looking at how astronomers are currently studying space</u>)</p> <p><b>Forces</b>            Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object            Identify the effect of drag forces, such as air resistance, water resistance and friction, that act between moving surfaces            Describe, in terms of drag forces, why moving objects that are not driven tend to slow down            Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.            (<u>Looking at forces and gravity, focusing on the effect of the lack of gravity on the International Space Station and the measures astronauts need to take to take account of the lack of gravity</u>)            Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. (<u>Looking at magnets linking to the poles of the earth</u>)            To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out</p>	<p><b>Life Cycles</b>            Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).  <u>Looking at life cycles of the plants and animals that live in the Rainforest</u>            To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made – (<u>possibility to observe life cycle of a butterfly, frog, etc</u>)</p>	<p><b>Mixtures and Reactions</b>            Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets            Understand how 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            Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic            Demonstrate that dissolving, mixing and changes of state are reversible changes.  <u>Stand-alone unit of work on materials</u>            To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made – (<u>conduct fair tests based on materials unit of work – children to generate line of enquiry as far as possible</u>)</p> <p><b>Human Development</b>            Identify and name the main parts of the</p>

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	<p>a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made - <u>(conduct fair tests based on forces unit of work - children to generate line of enquiry as far as possible)</u></p>		<p>human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).            To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of volume, temperature, time and length; to measure pulse rate; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made - <u>(conduct fair tests based on human development unit of work - children to generate line of enquiry as far as possible)</u>            Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). <u>(Possibility to observe behaviour of a baby)</u>            To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena <u>(Link to the Tudors medicines and knowledge of human development - how have we found out about the human body?)</u></p>
<b>Art and Design</b>	<p>Create sketch books to record their observations and use them to review and revisit ideas            Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.            Question and make thoughtful observations about starting points and select ideas and processes to use in</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas            Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.            Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas            Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.            Question and make thoughtful observations about starting points and select ideas and processes to use in</p>

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	<p>their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation - <u>drawing detailed sketches of artefacts.</u></li> <li>• Identify artists who have worked in a similar way to their own work- <u>Ron Miller Space Art - use in posters for space travel</u></li> </ul> <p>Pupils should be taught about great artists, architects and designers in history. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. <b>3 D form</b> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. - <u>making pots in the style of greek pots that will give a good indication of 21<sup>st</sup> century life.</u> <b>Digital Media</b> Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package - <u>making presentations about what they have learned.</u> Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.) - <u>creating space art in the style of Ron Miller et al.</u></p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <b>Detailed sketches of rainforest animals:</b> Work from a variety of sources including photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. <b>3 D form</b> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. - <u>making Viking long ships</u> <b>Textiles</b> Experiment with batik techniques - <u>making batik cloths - link to Indonesian rainforest.</u> Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <b>Digital Media</b> Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package - <u>making presentations about what they have learned.</u></p>	<p>their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Identify artists who have worked in a similar way to their own work- <u>Nicholas Hilliard - portrait miniatures (link to modern selfies &amp; photoshopping)</u> Pupils should be taught about great artists, architects and designers in history. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. <b>Printing</b> Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints. - <u>creating coats of arms or standards with printing 3 layers.</u> <b>Painting</b> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created- <u>portrait miniatures experimenting with different painting techniques and media, in the style of Nicholas Hilliard.</u> <b>Textiles</b> Use fabrics to create 3D structures ; Use different grades of threads and needles - <u>Tudor embroidery -cross-stitch to make Tudor roses</u> <b>Digital Media</b> Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be</p>

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			able to Import an image (scanned, retrieved, taken) into a graphics package - <u>making presentations about what they have learned.</u>
<b>Geography</b>	<p><b>Ancient Greece</b>            Locate the world's countries, using maps to focus on 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 - <u>Where is Greece? What are the key geographical features of the country?</u></p> <p><b>Space</b>            Locate the world's countries, using maps to focus on 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- <u>Earth from space - features you can see</u></p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - <u>look at where rainforests are located across the world- draw on last year's Brazil topic to discuss difference between the rainforest parts of Brazil with the urban parts of Brazil</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within <b>North or South America</b>; Begin to suggest questions for investigating; Begin to use primary and secondary sources of evidence in their investigations; Investigate places with more emphasis on the larger scale; contrasting and distant places; Collect and record evidence unaided; Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life; Use medium scale land ranger OS maps; Find/recognise places on maps of different scales; Select a map for a specific purpose; Begin to use atlases to find out about other features of places; Use digital/computer mapping to locate countries and describe features studied; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - <u>compare different rainforest areas across different continents (South America and Indonesia); investigate areas using independent research; use maps to investigate and compare localities</u></p> <p>Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts, mountains; Human geography, including: economic activity including trade links - <u>learn about the physical and human features of the rainforest</u></p> <p>Begin to use 4 figure co-ordinates to locate features on a map; Begin to draw a variety of thematic maps based on their own data; Draw a sketch map using symbols and a key; Use/recognise OS map symbols; Compare maps with aerial</p>	<p>Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life; Use medium scale land ranger OS maps; Find/recognise places on maps of different scales; Select a map for a specific purpose - <u>look at maps of the local area over time, comparing changes during Tudor times and since. Look at changes of wider local area.</u></p>

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		photographs; Measure straight line distance on a plan; Draw a plan view map with some accuracy; Identify significant places and environments - <u>develop own maps of rainforest areas to compare and contrast different localities and map the human effects on the area</u>	
<b>Music</b>	Using the Charanga Scheme of Work - see separate planning. Further opportunities for Music actively sought across all curriculum areas.		
<b>Computing</b>	Using the Switched On Scheme of work - see separate planning. Opportunities for Computing and ICT use actively sought across all curriculum areas.		
<b>DT</b>	<p><b>Greek Theatre Masks and Costumes</b>  <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, Generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams,</i>            Investigate products/images to collect ideas; Sketch and model alternative ideas; Record ideas using annotated diagrams; Use models, kits and drawings to help formulate design ideas; Use found information to inform decisions.  <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events in design and technology have helped shape the world</i>            Use the design criteria to inform their decisions about ways to proceed; identify what does and does not work in the product; make suggestions as to how their design could be improved.</p> <p><b>TEXTILES</b>            Create 3D products using pattern pieces and seam allowance; Decorate textiles appropriately often before joining components; Join fabrics using over sewing, back stitch, blanket stitch; Combine fabrics to create more useful properties.</p> <p><b>SHEET MATERIAL</b>            Cut accurately and safely to a marked line; Join and combing materials with temporary, fixed or moving joints; Choose an appropriate sheet material for the purpose.  <u>(Making theatre costumes and theatre masks)</u></p>	<p><b>Viking Longship</b>  <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, Generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams,</i>            Investigate products/images to collect ideas; Sketch and model alternative ideas; Record ideas using annotated diagrams; Use models, kits and drawings to help formulate design ideas; Use found information to inform decisions.  <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events in design and technology have helped shape the world</i>            Use the design criteria to inform their decisions about ways to proceed; identify what does and does not work in the product; make suggestions as to how their design could be improved.</p> <p><b>CONSTRUCTION</b>  <i>Select from and use a wider range of tools and equipment to perform practical tasks; Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties</i>            Use bradawl to mark hole positions; Use hand drill to drill tight and loose fit holes; Join materials using appropriate methods; Cut strip wood, dowel, square section wood accurately; Build frameworks using a range of materials e.g. wood, card corrugated plastic to; Incorporate motor and a switch into a mode; Use glue gun with close supervision. <u>(Making a toy Viking longship, incorporating moving</u></p>	<p><b>Jumble Biscuits</b>  <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, Generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams,</i>            Investigate products/images to collect ideas; Sketch and model alternative ideas; Record ideas using annotated diagrams; Use models, kits and drawings to help formulate design ideas; Use found information to inform decisions.  <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events in design and technology have helped shape the world</i>            Use the design criteria to inform their decisions about ways to proceed; identify what does and does not work in the product; make suggestions as to how their design could be improved.</p> <p><b>FOOD</b>  <i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown,</i>            Prepare food products taking into account properties of ingredients and sensory characteristics; Weigh and measure using scales; Cut and shape ingredients using appropriate tools and equipment e.g. grating; Decorate appropriately; Work safely and hygienically.  <u>(Designing and making own Tudor jumble knot biscuits - experimenting with different spices)</u></p>

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		<i>parts)</i>	
<b>PSHE</b>	<u>Jigsaw Units:</u> 1) Being Me in My World 5) Relationships  (I've changed the order a bit to fit better with the topics but also I'd like to put friendships and relationships in the first term for this particular class).	2) Celebrating Difference 3) Dreams and Goals	4) Healthy Me 6) Changing Me
<b>PE</b>	Separate scheme of work		
<b>RE</b>	Solihull RE Guidelines		
<b>MFL</b>	Establish existing knowledge of French and revise simple phrases.	Build on simple phrases to expand vocabulary and sentence construction.  Compare symbols, objects or products which represent their own culture with those of another country; Recognise similarities and differences between places; Compare traditional stories <i>(Through rainforest topic.)</i>	<i>Listen attentively to spoken language and show understanding by joining in. Understand and express simple opinion; Listen attentively and understand more complex phrases and sentences</i> <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts <i>Read carefully and show understanding of words, phrases and simple writing</i> Re-read frequently a variety of short texts; Read and understand the main points and some detail from a short written passage; <i>Describe people, places, things and actions orally* and in writing</i> Make simple sentences and short texts; Match sound to sentences and paragraphs.