

	Autumn	Spring	Summer
Cycle A Year 1/2 2018, 2020	<p>'Fire Fire'</p> <p>History – events beyond living memory that are significant: Great Fire of London &amp; The Gunpowder Plot and Guy Fawkes</p> <p>Geography: name, locate and identify 4 countries of the UK, capital cities and surrounding seas</p> <p>Artist: Rothko Medium: Paint, colour mixing. DT: Making a fire truck, Bread making Project: making a house to assist with re-enactment of The Great Fire.</p> <p>Educational Visit – Nantwich Museum</p>	<p>'Who had more fun?' (Old Bear)</p> <p>History: changes within living memory (toys) – the lives of significant individuals (Pieter Bruegel &amp; LS Lowry – compare "Children's Games" with Lowry's artwork – cross curricular art)</p> <p>Artist –LS Lowry Medium: Create a part of a town within a box. Possible large scale scene backdrop to display against. DT: Designing and making a sandwich for a picnic. Invite guests to share oral recounts of toys from the past.</p> <p>Educational Visit – Weaver Hall workshop/The Lowry</p>	<p>'A stick is an excellent thing' (Stanley's Stick)</p> <p>Geography – understand similarities and differences through studying human and physical geography of a small area</p> <p>Artist: Sandra Silberzweig Medium: Paint and collage DT: Design a pop up picture. Making porridge.</p> <p>Educational Visit – Chester Zoo Educational Visit – Tattenhall Residential for Year 2.</p>
Cycle B Year 1/2 2017, 2019	<p>'Where will the Naughty Bus visit in Ellesmere Port?' (Naughty Bus)</p> <p>History – significant historical events (transport) - the lives of significant individuals (Thomas Telford &amp; The Stephenson's &amp; HS2) – events beyond living memory (1<sup>st</sup> canal, 1<sup>st</sup> railway)</p> <p>Artist: Gabriel Fernandez Ledesma Medium: Charcoal, inks and printing DT: model with simple cam, Mince pies,</p> <p>Educational Visit – The Catalyst Museum</p>	<p>'Where is the best place for Sunny the Meerkat to live?' (Meerkat Mail)</p> <p>History – the lives of significant individuals (explorers)</p> <p>Geography – name and locate worlds 7 continents and 5 oceans (Sunny to visit continents) – identify the location of hot and cold areas of the world (Sunny to explore)</p> <p>Artist: Cezanne (fruit still life, fruits from around the world) Medium: line drawing and shade DT: Tie dye and simple sewing.</p> <p>Educational Visit – Chester Zoo</p>	<p>'How are forests different?' (Where the forest meets the sea)</p> <p>Geography - understand similarities and differences through studying human and physical geography of a small area (compare Delamere to N.E Australia)</p> <p>Artist: Andy Goldsworthy Medium: 3D collage and photography DT: Decorate/make a photo frame</p> <p>Educational Visit – Delamere Forest Educational Visit – Tattenhall Residential for Year 2.</p>

	Autumn	Spring	Summer
Cycle A Year 3/4 2018, 2020	<p>‘Was everything made of stone in the stone age?’ (Stig of the Dump / Ug)</p> <p>History: changes in Britain from the Stone Age to the Iron Age</p> <p>Artist: Banksy and Prehistoric Cave Art Medium: Line drawing and colour DT: using natural dyes from leaves/berries/onion skins and create a wall hanging using motifs from art above.</p> <p>Educational Visit – Stone Age workshop Educational Visit – The Zoo</p>	<p>‘Disasters!’ - Was the Roman invasion of Britain a disaster? (The Sandal)</p> <p>Geography – Locate the world’s countries, using maps focusing on Europe – Understand geographical similarities and differences through study of human geography in a region of a European country (Pompeii)</p> <p>Describe physical geography (rivers, mountains, volcanoes, earthquake) &amp; human geography (settlement, land use, trade links, natural resources)</p> <p>Artist: Compare and contrast sculptors. Contribute to a group mosaic design. DT: Design a pizza, Make a mosaic clock face with roman numerals.</p> <p>Educational Visit - Museum</p>	<p>‘Struggle and Takeover’ (Warrior Troll)</p> <p>History – Britain’s settlement by Anglo – Saxons and Scots – The Viking and Anglo-Saxon struggle for England to time of Edward the Confessor</p> <p>Geography – name and locate countries, cities of the UK including mountains, hills, coasts and rivers and surrounding seas.</p> <p>Artist: – Paul Klee Medium: inks and paints DT: Make an anglo-saxon brooch (card, pasta, mixed media, metallic spray paint)</p> <p>Educational Visit – Weaver Hall Educational Visit – Beeston for Year 4</p>
Cycle B Year 3/4 2017, 2019	<p>Ancient Egypt and other Early Civilisations</p> <p>History – The achievements of the early civilisations</p> <p>Geography: Use atlases and maps and include reference to important rivers.</p> <p>Artist: Contemporary Egyptian artists and construction of a collaborative piece of mixed media wall art. DT: pull-along cam-operated scarab beetle, paper making,</p> <p>Educational Visit – World Museum, Liverpool <a href="http://www.theguardian.com/teacher-network/2015/feb/02/how-to-teach-ancient-egypt">http://www.theguardian.com/teacher-network/2015/feb/02/how-to-teach-ancient-egypt</a></p>	<p>‘Iron Man’</p> <p>History – the lives of significant individuals (explorers)</p> <p>Geographical Skills and Fieldwork</p> <p>Artist: Compare and contrast sculptors.</p> <p>DT: Iron Man mask with light-up eyes. Making a ‘space bat angel dragon’ out of withies and multi-media or large metal sculpture of iron man.</p> <p>Educational Visit –Beeston Educational Visit – art gallery link re sculptors</p>	<p>‘What did the Greeks do for us?’</p> <p>Greek myths</p> <p>History – Ancient Greece</p> <p>Geography – Understand geographical similarities and differences through study of human and physical geography of a region in a European country – Greece</p> <p>Artist: Gabriele Munter (landscapes) Medium: Colour and line DT – Greek Salad</p> <p>Art – Artists in Ancient Greece / Make vases from papier mache</p> <p>Educational Visit – The Zoo Educational Visit – Beeston for Year 4</p>

	Autumn	Spring	Summer
Cycle A Year 5/6 2018, 2020	<p>‘Why were the canals so important to Ellesmere Port?’ (Snowy )</p> <p>History – Local history study – A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (Transport – boat museum)</p> <p>Artist: Jim Dine. Roses and Castles Medium: colour and tone DT – Upcycle a plain white T-Shirt with felt, embroidery etc using art link above. Hold a fashion show.</p> <p>Educational Visit – National Waterways Museum</p>	<p>‘The Ancient Greeks’ (Superhero)</p> <p>History – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Y5 – in grps / Y6 ind)</p> <p>Geography – Identify the position and significance of latitude, longitude, Equator etc (link to Darwin) - Describe and understand physical geography incl climate zones, rivers, mountains (Olympics / WCup) Understand geographical similarities and differences through study of human and physical geography of a region in a European country (South America)</p> <p>Artist: Research artists with a Greek link and construction of a collaborative piece of mixed media wall art. DT – Weave a coaster from wool.</p> <p>Educational Visit: Spinner visit to school.</p>	<p>‘Power’ King Kong</p> <p>History – A study of an aspect of theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Geography – name and locate countries and cities of the UK inc mountains, hills, coasts and rivers</p> <p>Artist: Edwin Henry Landseer. Digital art superimposing animal head on own body. Medium: line and tone DT: Design and make a model that includes lights and a buzzer that is inspired by the theme.</p> <p>Educational Visit – Conway Centre for Year 6 Educational Visit – Chester Zoo</p>
Cycle B Year 5/6 2017, 2019	<p>Mayan Myths and Legends</p> <p>History – A non-European society – Mayan Civilisation c. AD 900 Artist: Grayson Perry Medium: 3D pots/vases Modroc, Papier Mache DT: Children to plan and make a Mayan tasting buffet based on research.</p> <p>Educational Visit – Museum</p>	<p>‘Discovery’ (The Journey to the Sea / Michael Palin’s Brazil)</p> <p>History – the lives of significant individuals (explorers)</p> <p>Geography – Identify the position and significance of latitude, longitude, Equator etc (link to Darwin) - Describe and understand physical geography incl climate zones, rivers, mountains (Americas and Fair Trade)</p> <p>Artist: Rousseau Medium: Creating printing pieces, acrylics Observational Sketches (like Darwin’s) DT: Design a sweet box with a hinged lid that will hold a Fairtrade gift.</p> <p>Educational Visit – Chester Zoo</p>	<p>‘Going over the falls’ (Queen of the falls / Matchbox Diary)</p> <p>Geography – understand geographical similarities and differences through study of human physical geography of a region within North America (Niagara Falls / New York) – Locate the world’s countries using maps (North America) – Describe and understand physical geography incl climate zones, rivers, mountains (Americas and Fair Trade)</p> <p>Art – Living History Day (Portraits in old fashioned clothing and photos) DT: Create a model that uses hydraulics to work based on the theme</p> <p>Educational Visit – Betws-y-Coed Swallow Falls or Pistyll Rhaedr Educational Visit – Conway Centre for Year 6</p>

Year 3 Term 1	Year 3 Term 2	Year 3 Term 3
<p><b>Numbers 0-6</b> zéro, un, deux, trois, quatre, cinq, six</p> <p><b>Greetings</b>            Bonjour! Bonjour + name            Bonjour, monsieur / madame / mademoiselle            Comment t'appelles-tu?            Joyeux Noël !</p> <p><b>Classroom phrases e.g.</b>            asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez</p> <p><b>Adjectives e.g.</b>            bleu, gris, jaune, rouge, vert</p> <p><b>Vocabulary for spelling skills</b>            Comment ça s'écrit?            some alphabet letters</p> <p><b>Vocabulary for sentence building</b>            Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin</p>	<p><b>Numbers 7-10</b> sept, huit, neuf, dix</p> <p><b>Phrase of celebration</b>            Bonne Année !</p> <p><b>Vocabulary for spelling skills</b>            consonne, voyelle            more alphabet letters</p> <p><b>Verbs e.g.</b>            Courez, marchez, marchez sur la pointe des pieds, sautez</p> <p><b>Adverbs e.g.</b>            Lentement, vite</p> <p><b>Asking politely</b>            s'il te plaît, merci, voilà</p> <p><b>Masculine and feminine nouns e.g.</b>            Qu'est-ce que c'est?            un pinceau, un feutre, un crayon, un stylo, une gomme, une règle</p> <p><b>Punctuation e.g.</b> Virgule, point</p>	<p><b>Numbers 11-31</b> onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un</p> <p><b>Vocabulary from a song</b>            un tee-shirt, un pantalon, un pull, un chapeau, je mets</p> <p><b>Responding to questions</b>            oui, non</p> <p><b>Days of the week</b>            lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche            aujourd'hui, c'est ...            hier, c'était ...            demain, ce sera...</p> <p><b>Taking the register</b>            présent, présente</p> <p><b>Punctuation e.g.</b>            ouvrez les guillemets            fermez les guillemets</p>
Year 4 Term 1	Year 4 Term 2	Year 4 Term 3
<p><b>Questions, answers and sentence building e.g.</b>            Qui est-ce?            C'est + name            Ce n'est pas + name            Dans le sac, il y a... et...</p> <p><b>Further adjectives e.g.</b>            blanc, brun, noir, orange, rose</p> <p><b>Vocabulary for a game</b>            Coin! Coin!            Encore!</p> <p><b>Masculine nouns e.g.</b>            un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet</p> <p><b>Feminine nouns e.g.</b>            une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p>	<p><b>Adjectives that precede the noun e.g.</b>            Petit, grand</p> <p><b>Sentence starters e.g.</b>            Chez moi            Dans ma chambre            Dans mon placard</p> <p><b>Verbs e.g.</b>            danser, sauter, voler, nager</p> <p><b>Punctuation e.g.</b>            Point d'exclamation            Point d'interrogation</p> <p><b>Months</b>            janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre            ce mois-ci, c'est...            le mois dernier, c'était...            le mois prochain, ce sera...</p> <p><b>Definite article</b>            le, la, l', les</p>	<p><b>Vocabulary from a song</b>            une culotte, une chemise, une veste, des lunettes            Que fais-tu?</p> <p><b>Questions and answers e.g.</b>            Combien de cochons y a-t-il ?            Il y a cinq cochons            Quelle est la date aujourd'hui?            C'est le + date.            Qui + verb</p> <p><b>Phrases of celebration / greeting e.g.</b>            Bonnes vacances !            Joyeux anniversaire !            Bon anniversaire !</p> <p><b>Towns in France e.g.</b>            Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.</p>

<b>Year 5</b>		
<p><b>Masculine nouns e.g.</b> un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre.</p> <p><b>Feminine nouns e.g.</b> une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.</p> <p><b>French food e.g.</b> aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits</p> <p><b>Healthy food e.g.</b> le céleri, le concombre, les carottes, les olives, les radis, les tomates</p> <p><b>Expression opinion e.g.</b> j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux</p> <p><b>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g.</b> Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable !</p>	<p><b>Adjectives that precede the noun e.g.</b> Jeune, joli.</p> <p><b>Adverbs of place/ sentence starters e.g.</b> chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.</p> <p><b>Adverbs of time/ frequency</b> aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock</p> <p><b>Verbs e.g.</b> aller, être tricoter, chanter j'entends, je vois je pense que/ qu'...</p> <p><b>Simple negatives</b> ne...pas, ne...jamais</p> <p><b>Immediate future tense</b> aller + infinitive</p> <p><b>Asking questions, e.g.</b> Où est la baleine ? Que fait la coccinelle ? Qu'est-ce qu'il fait ? Est-ce que le canard tricote ? Où va le lion ? Le chat, qu'est-ce qu'il va faire ?</p> <p><b>Subject pronouns, e.g.</b> je, tu, il, elle, ils, elles</p> <p><b>Disjunctive pronouns, e.g.</b> moi, toi, lui, elle</p>	<p><b>Telling the time</b> Quelle heure est-il ? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures... et demie. Il est midi, il est minuit... et demi.</p> <p><b>Relative pronoun</b> qui (e.g. un cochon qui chante)</p> <p><b>Conjunction</b> mais</p> <p><b>Numbers 32 - 60</b> trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf, cinquante, cinquante et un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante.</p>

<b>Year 6</b>		
<p><b>Masculine nouns e.g.</b> un abricot, un bison, un cerf, un chapeau, un château, un citron, un corbeau, un crabe, un crapaud, un dauphin, un drapeau, un écureuil, un pigeon, un garçon, un géranium, un guépard, un hanneton, un hérisson, un héron, un hibou, un kangourou, un koala, un marteau, un moineau, un poney, un requin, un seau, un serpent, un scorpion, un taureau, un train, un wapiti .</p> <p><b>Feminine nouns e.g.</b> une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une groseille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.</p> <p><b>Verbs in the infinitive form :</b> siffler ronfler se cacher se promener lire dormir</p> <p><b>Conjugated forms in the <i>présent</i> (present tense) :</b> il/elle siffle ; ils/elles sifflent il/elle ronfle ; ils/elles ronflent il/elle se cache ; ils/elles se cachent il/elle se promène ; ils/elles se promènent il/elle lit ; ils/elles lisent il/elle dort ; ils/elles dorment</p> <p><b>Conjugated forms in the <i>imparfait</i> (imperfect tense) :</b> il/elle sifflait ; ils/elles sifflaient il/elle ronflait ; ils/elles ronflaient il/elle se cache ; ils/elles se cachaient il/elle se promenait ; ils/elles se promenaient il/elle lisait ; ils/elles lisaient il/elle dormait ; ils/elles dormaient</p>	<p><b>Conjugated forms in the <i>passé composé</i> (perfect tense):</b> j'ai/ tu as/ il a/ elle a entendu j'ai/ tu as/ il a/ elle a vu</p> <p><b>Conjugated forms of <i>aller</i> as part of <i>le futur proche</i> (near future tense):</b> je vais/ il va/ elle va + infinitive</p> <p><b>Adverbs of place/ sentence starters e.g.</b> dans la rue dans les bois dans la forêt derrière un buisson</p> <p><b>Adverbs of time</b> Aujourd'hui Hier Ce matin Cet après-midi Ce soir Le week-end dernier La semaine dernière À (+ clock time) Il y a une demi-heure Le week-end prochain La semaine prochaine Dans une demi-heure</p> <p><b>Negative adverbs</b> ne...pas, ne...jamais</p> <p><b>Asking questions, e.g.</b> Qui tricote ? Que fait le cochon ? Que font les hannetons ? Qu'est-ce que tu as vu ? Qu'est-ce que tu as entendu ? Qu'est-ce que le loup a entendu à minuit ?</p>	<p><b>Telling the time - analogue clock</b> Quelle heure est-il ? Il est une heure, deux heures, trois heures, etc ... cinq, ... dix, ... et quart, ... vingt, ... vingt-cinq, ... et demie, ... moins vingt-cinq, ... moins vingt, ... moins le quart, ... moins dix, ... moins cinq. Il est midi, il est minuit... et demi.</p> <p><b>Relative pronoun</b> qui (e.g. un cochon qui chante)</p> <p><b>Times Tables</b> Revision of 2x, 3x, 5x, introduction of 10x, 4x, 6x</p> <p><b>Numbers 61 - 100</b> <b>61 - 70</b> soixante et un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf, soixante-dix. <b>71 - 80</b> soixante et onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts. <b>81 - 90</b> quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, quatre-vingt-quatre, quatre-vingt-cinq, quatre-vingt-six, quatre-vingt-sept, quatre-vingt-huit, quatre-vingt-neuf, quatre-vingt-dix. <b>91 - 100</b> quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent.</p>

Modern Foreign Languages Overview (We follow the Catherine Cheater Scheme of Work)				
Strand	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<ul style="list-style-type: none"> <li>Enjoy listening to and speaking in the language</li> <li>Listen and respond to familiar spoken words, phrases and sentences</li> <li>Communicate with others using simple words and phrases and short sentences</li> <li>Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>Use correct pronunciation in spoken work</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and identify words and short phrases</li> <li>Communicate by asking and answering a wider range of questions</li> <li>Memorise and present a short text</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts</li> <li>Understand and express simple opinions</li> <li>Listen attentively and understand more complex phrases and sentences</li> <li>Prepare a short presentation on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points and simple opinions in a spoken story, song or passage</li> <li>Perform to an audience</li> <li>Understand longer and more complex phrases or sentences</li> <li>Use spoken language confidently to initiate and sustain conversations and to tell stories</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Recognise and understand some familiar words and phrases in written form</li> <li>Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>Write some familiar simple words using a model</li> <li>Write some familiar words from memory</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand familiar written phrases</li> <li>Follow a short text while listening and reading, saying some of the text</li> <li>Read a wider range of words, phrases and sentences aloud</li> <li>Write some familiar words and phrases without help</li> </ul>	<ul style="list-style-type: none"> <li>Re-read frequently a variety of short texts</li> <li>Make simple sentences and short texts</li> <li>Write words, phrases and short sentences, using a reference source</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the main points and some detail from a short written passage</li> <li>Identify different text types and read short, authentic texts for enjoyment or information</li> <li>Match sound to sentences and paragraphs</li> <li>Write sentences on a range of topics using a model</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>Appreciate the diversity of languages spoken within their school</li> <li>Talk about the similarities and differences of social conventions between different cultures</li> <li>Identify the country or countries where the language is spoken</li> <li>Have some contact with the country/countries</li> <li>Recognise a children's song, rhyme or poem well known to native speakers</li> </ul>	<ul style="list-style-type: none"> <li>Talk about celebrations of which they have experience</li> <li>Know about similar celebrations in other cultures</li> <li>Compare aspects of everyday life at home and abroad</li> <li>Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives</li> </ul>	<ul style="list-style-type: none"> <li>Compare symbols, objects or products which represent their own culture with those of another country</li> <li>Look at further aspects of their everyday lives from the perspective of someone from another country</li> <li>Recognise similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>Compare attitudes towards aspects of everyday life</li> <li>Recognise and understand some of the differences between people</li> <li>Present information about an aspect of culture</li> </ul>