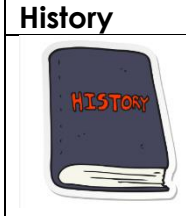
Cornerstones Curriculum: KS2 Knowledge Building Across Year A

Outlined below is what KS2 children are expected to know, remember and retain at the end of Year A of our rolling programme. Children's learning in our mixed age classes is knowledge rich due to its cyclical design and teacher's skill at encouraging retrieval year on year. Threads

Subject	Autumn	Spring	Summer
Learning threads leading the curriculum	Local history Our locality	**Victorians** **Water**	**Rainforests,** **climate change,** **American culture**
English	**Miracles**	**Time**	**Explore**
	Key texts: The Miraculous Journey of Edward Tulane – by Kate Dicamillo The Red Tree by Shaun Tan **Key themes:** Miracles .	**Key texts:** Clockwork by Philip Pullman Cogheart The Railway Children **Key themes:** Time .	**Key texts:** The Explorers by Katherine Rundell Journey to the River Sea **Key themes:** Explore
Science	**Living things and their habitats**	**Rocks** **Sound** **Evolution and Inheritance**	**Animals including humans**
	Y3/4 **<u>Plants</u>** **I know the names of different parts of the plant and can describe the function of these parts (stem/trunk; leaves and flowers).** I know that plants are producers and that they make their own food. I know that the leaves absorb sunlight and carbon dioxide. **I know that plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant.** I know that flowering plants have evolved specific parts to carry out pollination, fertilisation and seed production. I know that seed dispersal improves a plants chances of successful reproduction. **I know that seeds/bulbs require the correct conditions to germinate and grow and that these differ from plant to plant (air, light, water, nutrients from soil, room to grow).** **<u>Living</u> <u>Things and heir habitats</u>** **I know that living things can be divided into groups based on their characteristics e.g., flowering and non-flowering plants, vertebrate and invertebrate etc.** I know that environmental change affects habitats differently. I know that different organisms are affected by environmental change differently. I know that human activity can significantly affect the environment (both positively and negatively **Y5/6** **<u>Living things and their habitats</u>** **I know what makes a mammal.** I can use data to compare the size of an animals to its gestation period. **I can compare the lifecycle of a mammal to that of an amphibian or bird.** I can explain the impact of climate change on plants and animals. I can sort and classify a range of animals into key groups using branching diagrams. **I know the different animal groups and can explain how this helps me to better understand them.** I know the impact of invasive species on an eco-system such as the Florida everglades. I know the work of key scientists such as David Attenborough and Marie Clark. I can explain the reproductive process of a flowering plant. I know the reproductive process of non-flowering plans such as ferns and fungi.	**Y3/4** <u>Rocks</u> **I know that there are different types of rock.** **I know that there are different types of soil**. I know that fossils are made when things that have lived are trapped within rocks. Tell us what has happened before. I know that palaeontologists use fossils to find out about the past. **I know that fossils provide evidence that living things have changed over time.** **<u>Sound</u>** **I know that sound is produced when an object vibrates.** I know that sound travels through the air in soundwaves to the ear which vibrates our ear drum. **I know how the pitch of a sound is affected by the type of object that produces it – faster vibrations produce higher pitched sounds** I know the link between the volume of a sound and the vibrations that produced it - bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds **I know that the further away a sound is produced, the fainter it sounds to us (sound travel can be blocked || sound spreads out as it travels)** **Y5/6** **<u>Evolution and inheritance</u>** Recall previous learning on rocks and fossils I know about the importance of the finds of Mary Anning (the mother of palaeontology) **I know about how a palaeontologist works and how evidence is gathered.** I know that family traits are inherited/passed down from parents and grandparents. That dogs can be bred to select the most desirable genes from different breeds. I know how the peppered moth changed during the industrial revolution to ensure its survival. **Know how animals are specifically adapted to suit their habitat.** I know how Charles Darwin discovered evolution of the species through his observational work. Investigate how different shaped beaks of finches can affect the types of seed/nut it eats. **Know how humans evolved from apes to modern homo sapiens.**	**Y3/4** **<u>Animals including humans - Y3</u>** **I know that all animals, humans included need nutrients to survive and that foods are organised into food groups.** I know that different foods have different nutritional values and that the correct amount of each constitutes a balanced diet. I know that different animals are adapted to eat different foods. I know what makes an invertebrate and a vertebrate. **I know that many animals have skeletons to support their bodies and protect vital organs.** I know the names of some of the main bones of the human skeleton. **I know that muscles are connected to bones and move when they contract and that movable joints connect bones.** **<u>Animals including humans - Y4</u>** **I know the names of some internal organs and can use these to describe how the body digests food**. I know that animals have teeth to help them eat. **I know the names of the different types of teeth in our mouths and know the different jobs that these teeth do.** I know what producers, predators and prey are. **I know how to sort animals into different groups to classify them and use this to construct a food chain.** **Y5/6** **<u>Animals including humans</u>** Recall previous learning from Y3/4 **To know and describe the changes that we go through as we age.** Investigate how the size of an animals corresponds with its life expectancy. To know how we use the oxygen we breathe in. **Investigate the impact of exercise on our body.** Spot anomalies in data that is collected during an experiment. **Know how our body uses the food and water we intake in terms of nutrients in our body and how these are transported around the body.** Know the nutritional value of some food and the impact of an unhealthy diet. Know the impact of drugs and alcohol on the human body
History	**Heritage at home – Local history**	**Victorious – The Victorians**	**The Mayan Civilisation**
	Recognise that old maps can give us valuable information. **Identify primary evidence in the form of buildings/roads/place names/house names as to what happened in the past.** That Richmond castle was built by Alan the Red as a northern outpost. **Know that the castle was the town initially with the market place part of the bailey.** Know that military drums were used to muster, help march and send signals. Richmond has other famous locals for example Robert Willance. **Use primary evidence from the town to understand the geography and how the town and its workforce has changed over time.**	The Victorian period began in 1837 and ended in 1901 **The Victorian period was renowned for advancement in agriculture and industry and the change to a more industrial nation.** **Life in Victorian Britain was hard with no electricity, hard labour and poor housing.** Queen Victoria was a long reigning monarch who had many children who married much of European royalty. **The industrial revolution was the move from farming to industry as the main vocation and the rapid expansion of cities.** The railways meant faster and easier travel for Victorians Innovations from the Victorian period are still in use today – for example the sewers of London. **Know the impact of empire, industrialisation and education reforms that are still relevant today.**	Know the Maya were a civilisation who lived over 2000 years ago The Mayan empire was in modern Mexico and stretched beyond. **Know how the Maya worshipped and the impact this had on their everyday life.** Identify the food the Maya ate and draw comparisons between what we eat now. **Use evidence to find evidence of the Maya and their lifestyle.** **Identify Chichen Itza and its importance to the Maya.** Know how the Maya communicated with other civilisations.
Geography	**A Local Dilemma**	**From Source to Sea**	**Amazonia**
	I can use an OS map to locate places local to me and some geographical features. I can use 4 and 6 figure grid references, symbols and keys. **I know an issue that is specific to our locality.**	**I understand and can explain the water cycle** I know that rivers erode, transport and deposit materials **I know how a river finds its way from source to sea** I know that rivers are important for humans and animals I know what causes river pollution and the impact on the environment	**I know the location of Brazil and can identify the climate** I can describe the physical features of Brazil **I know why the rainforests are so important** I know what urbanisation is and why this is happening is Brazil

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	I understand the impact this will have on both humans and the physical geography of the area I know how gather first hand evidence (eg by conducting a survey) **I know how to evaluate my research and draw conclusions.** R – A66 B – designer outlet EC – new housing development	**I know about the river Swale/or Tees and how it is important in our local area**	**I know that there are some positive impacts of deforestation**
Art	**Expect the Unexpected**	**Express the Unexpressed**	**Down in the Jungle**
	I know, understand and can explain what surrealism is and where it sits on the art timeline. **I know about the work of Dali and Magritte and can talk about them with confidence** I understand what the subconscious is and understand its significance in surrealist artwork. **I know how to use my knowledge and understanding to develop my own unusual combinations of images in paint and collage.** I know how to develop and extend a surrealist idea in my own unique way over a number of sessions.	**I know that British culture in the 19th century was dictated by strict morals and this was reflected in artworks that expressed ethical, political, social and religious messages.** I know The Aesthetic Movement and Art and Craft Movement in the Victorian era changed the above. I know what 'art for arts sake' means and why it was significant. I know about the life and work of Whistler **I know about William Morris and how an artist can be an advocate for change** **I know and can explain how an object can be both aesthetically pleasing and functional.** I know how to develop tone, light and shade using pencil and paint I can develop a crafting skill with competence	I know how to experiment with and develop different qualities of line **I know what tone is and can work within families of colour** **I know how to work confidently with a wide range of collage materials and use colours, shapes and textures representationally.** I know how to create a print with increasing dexterity and control I know how to develop a design for oil resit and work with increasing control and precision. I know how to develop and apply my artistic skills to a more open-ended artistic brief.
Music	**Local musical stories**	**Water music**	**The sounds of the rainforest**
		I know how to sing in tune and in harmony with others, with developing breath control. I know how a piece of music makes them feel with some use of musical terminology. I know how to perform a vocal ostinato in time. I know how to listen to other members of their group as they perform. I know how to create an ostinato and represent it on paper so that they can remember it. I know how to create and perform a piece with a variety of ostinatos.	I know that deciding the structure of music when composing can help us create interesting music with contrasting sections. I know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. I know that a 'loop' in music is a repeated melody or rhythm. I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Computing	**Networks and communication**	**Creating media**	**Data overload!**
	Connecting Computers Explain that digital devices accept inputs and produce outputs I can describe a simple process Recognise similarities between using digital devices and using non-digital tools Explain how messages are passed through multiple connections Recognise that a computer network is made up of a number of devices Identify how devices in a network are connected together **Communication (Computers and networks)** ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● 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 ● I can describe and assess the benefits and the potential risks of sharing information online. ● I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). ● I can explain how to use search effectively and use examples from my own practice to illustrate this. ● I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).	**Stop Frame Animation (Creating media)** ● 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. ● Explain why copying someone else's work from the internet without permission can cause problems. ● When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. ● I can give examples of content that is permitted to be reused. ● I can demonstrate the use of search tools to find and access online content which can be reused by others. **Vector drawing (Creating media)** ● 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.	**Branching databases (Data and information)** ● 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 **Spreadsheets (Data and information)** ● 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 ● I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) ● I can use different search technologies ● I can evaluate digital content and can explain how I make choices from search results
RE	**Festivals** **Hinduism**	**Good Friday** **Jesus the Saviour**	**Creation and science**

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<table>
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<td>L2.9 What are deeper meaning of festivals?
Making sense of belief:
· Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)
· Make clear links between these beliefs and the stories recalled at the festivals. Understanding the impact:
· Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals
· Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).

Making connections:
· Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives
Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas
· Talk about what they have learned, how and why their thinking has changed.

Autumn 2 L2.7 What does it mean to be a Hindu in Britain today?
Making sense of belief:
· Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)
· Offer informed suggestions about what Hindu murtis express about God
· Make links between Hindu beliefs and the aims of life (e.g. karma). Understanding the impact:
· Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
· Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.

Making connections:
· Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas
· Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</td>
<td>2a.5
Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
Give examples of what the texts studied mean to some Christians.
Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly

2b.6
Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</td>
<td>2a.1
Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
Make clear links between Genesis 1 and what Christians believe about God and Creation.
Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

2b.2
Outline the importance of Creation on the timeline of the 'big story' of the Bible.
Identify what type of text some Christians say Genesis 1 is, and its purpose.
Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.
Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary</td>
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<td>PSHE</td>
<td>Friendship</td>
<td>Keeping Healthy</td>
<td>Community</td>
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<td><u>Families and Relationships: (Y3/4)</u>
I know what PSHE is and how we can help everyone learn effectively in these lessons.
I know that friendships have ups and downs and that problems can be resolved; I know the impact of bullying.
I know the impact of bullying and the responsibility of bystanders to help.
I know that stereotypes are present in everyday life.
I know that stereotypes exist based on a number of factors.
I know the physical and emotional boundaries in friendships.
I know that trust is an important part of positive relationships.
I understand the differences between people and why it is important to respect those differences; I know that families are very varied, in this country and across the world.
I know how I can help following a bereavement.
<u>Health and Wellbeing: (Y5/6)</u>
I know how stretches make me feel.
I know the benefits of sleep.
I know the purpose of failure.
I know how to set short-term, medium-term and long-term goals.

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y3-4/cycle-a/families-and-relationships/

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-health-and-wellbeing/</td>
<td><u>Health and Wellbeing: (Y5/6)</u>
I take responsibility for my own feelings and actions and use vocabulary to describe them.
I use my knowledge of food groups to plan healthful meals.
I know risks associated with the sun and how these can be avoided.
<u>Safety and Changing Body: (Y3/4)</u>
I know the importance of being kind online and what this looks like.
I know that cyberbullying involves being unkind online.
I know the benefits and risks of sharing material online.
I understand privacy and I know the difference between secrets and surprises.
I know how to help if someone has been stung or bitten.
I know the choices people can make and those which are made or influenced by others.
I know the role I can take in an emergency situation (Y3)
I know how to be safe on or near roads (Y3).
I know the physical differences between children and adults (Y4).
I know that change is part of growing up (Y4).
I know the physical changes that happen during puberty. (Y5)
I understand the menstrual cycle. (Y5)
I understand the emotional changes during puberty. (Y5)
I know the changes that happen during puberty. (Y6)
I know the biology of conception. (Y6)
I understand the development of a foetus during pregnancy. (Y6)

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-health-and-wellbeing/

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y3-4/cycle-a/mixed-age-y3-4-safety-changing-body-cycle-a/

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-safety-changing-body-cycle-a/</td>
<td><u>Citizenship: (Y5/6)</u>
I know what happens when the law is broken.
I know what prejudice and discrimination are and how they can be challenged.
I know how reducing our use of materials and energy will help the environment.
I know how we recognise and value the contribution people make to the community.
I understand the link between rights and responsibilities (Y5) and I understand human rights, including the right to education (Y6).
I know how parliament works.
<u>Economic Wellbeing: (Y3/4)</u>
I know how ethics can influence our spending decisions (Y3) and what makes something good value for money (Y4).
I know how to put together a budget (Y3) and the importance of keeping track of money (Y4).
I know that money has an impact on how we feel (Y3) and ways money can be lost and how this make people feel (Y4).
I know that there are a range of jobs available and I can think about what job I might want to do (Y3). I know positive and negative factors that can influence people's career choices (Y4).
I know that stereotypes exist in the workplace but these should not limit people's career aspirations.
<u>Transition:</u>
I create goals to achieve in Year 4 (Y3) and understand the strategies people use to cope with change (Y4).
I know the skills need to take on responsibilities in school (Y5) and that a big change can bring both opportunities and worries (Y6).

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-citizenship-cycle-a/

https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y3-4/cycle-a/mixed-age-y3-4-economic-wellbeing-cycle-a-2-2/</td>
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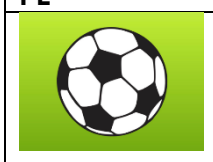
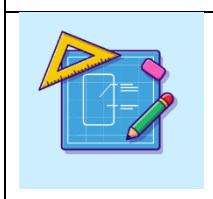
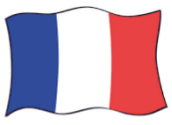
		**The puberty and reproduction lessons should be taught to individual year groups.	https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y3-4/cycle-a/mixed-age-y3-4-transition-cycle-a/ https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-transition-cycle-a/
PE	**Netball, Dance, Gamesense**	**Swimming, Gymnastics, Fitness**	**Forest Schools, Tennis, Athletics, Rounders**
	**Netball** **Dance – Folk dancing** (Linked to local history topic eg Richmond Clog Dancers) I know the importance of dance through history I know the importance of dance in culture and society I know what folk dancing is and its place in communities I know and can name some simple country folk dances I know the footwork for some classic folk dances I know how to perform folk dances for an audience. **Game Sense** I know where and when to pass, in order to score points against the other team I know that different games have different boundaries, rules and positions I know that I need to work as a team when playing team games I know what it means to be an attacker and a defender I know why games have rules	**Swimming** I know some basic pool safety I know why it is important to be safe around water, and can list some ways to protect myself I know how to self-rescue in water- based situations I know the names of a range of strokes I know how to breathe appropriately whilst swimming and why it is important **Gymnastics** I know how to make my movements and balances 'excellent' I know how to make my gymnastics sequences interesting, including themes I know that canon and unison can be used to add interest to my sequence I know that changing levels and direction can add interest to my sequence I know that a sequence is a combination of controlled movements and balances that have been linked together in a particular order **Fitness** I know the cardiovascular elements I know what the impact is of exercise on my body I know the importance of developing aerobic capacity I know the importance of warming up and cooling down for our bodies I know how being flexible impacts my health I know how to take my own pulse and what it means if it changes after exercise	**Forest Schools** I can name some ways that I can take care of the environment and its animals I know some of the ways in which nature supports humans and animals I know how to use some tools safely, protecting myself and others I can name ways to be safe around a camp fire I can talk about some of the plants and animals in my local area **Tennis** I know how to win points in tennis I know how the court is set out and where I can play I know to let the ball bounce once before I hit it I know what a serve is and how serving well can help me win **Athletics** I know to maintain my sprinting speed until I cross the finish line I know how sprinting is different to long distance running I know what the lanes are for and why I need to stay in my lane I know how to adopt a good sprinting technique I know how to adapt my running at the start, middle and end of a sprint I know what a relay is and how to changeover I know the history of Athletics games and how we compete **Rounders** I know the role of the batting and fielding teams in a game of rounders I know the role of the backstop and now it can help my team win I know what it means when the batter misses the ball I know when to use an overarm and under arm throw, depending on my aim
DT	**Constructing a Castle**	**Victorian Menu**	**Gears and Pulleys**
	**I can draw and label a simple castle that includes the most common features.** **I can recognise that a castle is made up of multiple 3D shapes.** I can design a castle with key features which satisfy a given purpose. **I can score or cut along lines on the net of a 2D shape**. I can use glue to securely assemble geometric shapes. **I can utilise skills to build a complex structure from simple geometric shapes**. I can evaluate my work by answering simple questions.	**I can describe the process of beef production.** I can research a traditional recipe and make changes to it. **I can add nutritional value to a recipe by selecting ingredients.** I can prepare and cook a version of a meat pie.	I can give examples of machines that use gears and/or pulleys. **I can describe how gears and pulleys work and their purpose.** **I can design and make a gear and pulley system.** I can write a problem statement. I can write questions for market research, provide feedback and research market competitors. I can write and use a design brief to guide design. I **can evaluate a product against a set of design criteria, provide useful feedback and incorporate changes.** I can draw and annotate an eco-gadget bike design.
French	**Les Monstres** **Les Portraits**	**Au Marche** **Au Cafe**	**Tutti Fruit**
	**Les Monstres:** End of unit expectations: **Have a developing understanding of the way sounds are represented in writing** Be able to accurately copy and write some key words from the unit Be able to sing a song from memory **Recognise and respond to instructions including parts of the body** Describe numbers of body parts **Les Portraits:** End of unit expectations: **Be able to describe themselves** Be able to say how other people look **Understand descriptions spoken and written by other people** Be able to write about themselves or another person using adjectives to describe distinguishing features	**Au marché:** End of unit expectations: **Recognise the names of some fruit and vegetables when spoken or written in French** Be able to buy some fruit and vegetables by speaking in French **Be able to copy and write the names of some fruits and vegetables and some others from memory** Be able to perform action songs about vegetables from memory **Be able to express simple opinions about healthy/unhealthy foods** **Au café:** End of unit expectations: **Be able to order one or two food items as part of a dialogue** **Be able to understand a price in spoken and written French** Be able to give a reason why they like/dislike an item of food or a drink and understand other people's opinions	**Tutti frutti:** End of unit expectations: Know the names of several fruits Be able to describe the colour of fruits orally and in writing **Recognise fruit and colour words in speech and writing** Be able to express likes and dislikes **Be able to copy write accurately some key words from the unit as labels and in a simple sentence** Be able to sing songs about fruit, from memory **Le petit dejeuner:** End of unit expectations: Be able to memorise several items of breakfast food and drink **Be able to recognise food and drink words, and link phonemes and graphemes in order to pronounce them accurately** Be able to ask and answer questions about likes and dislikes regarding food/drinks **Be able to express simple opinions about food/drinks** Be able to order food and drink for breakfast **Be able to write a compound sentence, using a reference, to describe what they like to eat and drink for breakfast.**

Cornerstones Curriculum: KS2 Knowledge Building Across Year A

Outlined below is what KS2 children are expected to know, remember and retain at the end of Year A of our rolling programme. Children's learning in our mixed-age classes is knowledge-rich due to its cyclical design and teacher's skill at encouraging retrieval year-on-year. Threads underpin our curriculum, however meaningful links have only been made when it strengthens or deepens the learning experience. This document links directly to our subject long-term plans, disciplinary progression documents and assessment framework.