



Y5/Y6 CYCLE B Cross Curricular Yearly Plan

Year 5/**Year 6** CYCLE B

Writing genres to be included across all aspects of work: Y5 Diaries; Balanced arguments; Letters; Persuasive speeches; Adventure narratives; Suspense character & setting descriptions and stories; Poetry; Newspaper reports; Recounts; Non-Chronological reports. **Y6** Newspaper reports; Narratives; Poetry; Persuasive Letters, Diaries; Non-Chronological Reports; Setting and character descriptions; 3rd Person dual narratives; Persuasive arguments. **Texts studied:** Goodnight Mr Tom; The Highwayman; The Garbage King; Wonder; Face the World Poem (Year 5 ONLY); Alma; Skellig.

Topic Headings	Science	Computing	History	Geography	RE	Art & Design	D.T.	Music	PE	RE/RSE/HE/ PHMW/PSHE	Languages
Autumn 1 Turning Points in British History Sc/H AF	Light Review my understanding of light and shadow and begin to explore how light travels. Recognise that light appears to travel in straight lines. Report and present findings from an enquiry. Explain that objects are seen because they give out or reflect light into the eye. Record results using scientific diagrams and labels. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Report and present findings in written forms such as displays and other presentations. Understand why shadows have the same shape as the objects that cast them. Explain that the size of shadows varies according to the distance between a light source and an object. Plant a scientific enquiry to answer question. Take measurements with increasing accuracy.	Online Safety Should we edit our selfies? (BBC Own It) Understand the impact of editing images online. Computer Networks and Digital Literacy Systems and searching Recognise IT systems available and how they allow us to search the internet. - Google Slides - Chromebook	A study of an aspect or theme in British History beyond 1066. Know what led to the announcement of war in 1939 and what affect this had on Britain. Know the main countries, leaders and events involved in WW2, using a range of sources eg video clips, photos, newspaper, maps. Describe and understand some of the turning points in the war that affected Britain eg Dunkirk, Battle of Britain, D-Day landings. Explore how the war affected life on the home front eg evacuation, blackouts. Possible trip: Chertsey Museum – The 2nd World war OR Suffragette Emily Davison Votes for Women (or they come to the school) Museum of London – A Suffragette Story		How has the Christian message survived? Kingdom of God Know how and why the Christian message was spread in the past Understand what persecution is and why it might inhibit the spread of a message The Ascension and Pentecost and its relevance to Christians both now and in the past – the impact of the message The Trinity and what it means for Christians. Explore why confirmation is part of becoming a Christian.	Look at wartime propaganda posters and discuss features used. Recreate a wartime propaganda poster using painting techniques using acrylic paint. Focus on mixing paint colours to produce secondary colours, different shades in colour and line, shape and colour blocking.		Wandsworth Music Ukulele Unit 1B Learn the names of different parts of the instrument. Learn the chords C, F and G7. Learn the following strokes: brush stroke, thumb brush and rest stroke. Multiskills (PE Specialist) Demonstrate ball control and spatial awareness. Attack keeping possession. Defend keeping possession. Attack and defend. Pass and dribble. Show tactical awareness. Dance - WW2 (Teacher) Perform the Charleston. Perform the Lambeth walk. Perform the Lindy Hop. Plan an alternative dance which tells the story of a wartime event. Perform an alternative dance which reflects an aspect of WW2. Plan and perform a WW2 dance style party.	PSHE: Rules Establish aspects that make up a perfect school. Devise a class charter. RE: Bullying Understand the difference between direct and indirect bullying. RSE: Human Reproduction Understand different adult relationships. Understand how babies are made.	FRENCH Phonics 3 & 4 Family Recognise, recall and spell different family members with the correct definite article/determiner. Consolidate the nouns and definite articles/determiners for family members. Learn how to use the possessive adjective 'my' with increasing accuracy. Ask and answer the question 'do you have any siblings?'. Consolidate the language needed to introduce their own/fictitious family members. Move from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. Know numbers 1-69 and use this knowledge to to say how old their own/fictitious family members are. Revise and consolidate all language covered in the unit and complete the end of unit assessment.	

Topic Headings	Science	Computing	History	Geography	RE	Art & Design	D.T.	Music	PE	RE/RSE/HE/PHMW/PSHE	Languages
Autumn 2 The Highwayman G/A AF	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Possible Visitors: The Science Museum Outreach Service – Glorious Blood (they come to school)	Online Safety Digital Footprint (BBC Own It) Understand how online actions leave a digital record. Computer Science and Digital Literacy Commands, Functions and Loops Explore the coding games within Apple's Swift Playground to write algorithms with commands, functions and loops. - iPads - Swift Playgrounds		Describe and understand climate zones, biomes, vegetation belts e.g. aquatic, desert, forest, grassland, tundra area of the world (classified according to vegetation, weather and their adaptation to that environment) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use atlas to find out about other features of places eg highest peak in the world, wettest place in the world. Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations and collect evidence. Analyse evidence and draw conclusions. Begin to draw a thematic map based on given data.	Understanding faith Explore ideas about our local faith communities. Comment on connection between beliefs and values of ways of life explaining their importance to different communities locally. Explain the impact of diversity in their own community and how this has evolved over the years. Ask and answer questions and present clearly their own views on the impact of faith in their community whilst respectfully considering others' viewpoint. How do art and the media convey Christmas to all people? Incarnation Explain how sources of inspiration and influence make a difference to themselves and others. Gather ideas about pilgrimage drawing on resources and express their understanding of what it means to different faiths. Reflect on possible connections between worldviews and the search for the meaning of life through pilgrimage.	Use different mediums to create marks and lines. Explore tone and texture using different mediums. Layer different mediums. Practise recreating Charles Keeping's illustrations from The Highwayman using different mediums (black on white card). Recreate Charles Keeping's illustrations from The Highwayman using one medium (white chalk on black card.) - contrasting image.		Christmas Production Wandsworth Music <u>Christmas Music/ Ukulele 2B</u> Explore traditional and modern Christmas music. Listen to and analyse different Christmas songs. Learn to play 'Feliz Navidad' on the ukulele. Perform the piece in a concert.	Netball (PE Specialist) Replicate 3 types of passing. Pass to a player moving on to a pass. Demonstrate tactical knowledge by moving into space to receive a pass. Control feet when moving in different directions and at speed. Identify the areas for each position in high 5 netball. Demonstrate balance, high release wrist action during shooting with some accuracy. Gym Movement (Teacher) Perform a cat leap full turn and a stag leap. Perform a dive forward roll 1 and a pike backward roll. Perform a straddle over vault. Hurdle step into a cartwheel and a round off. Use a series of similar movements in quick succession, linked together to form a sequence. Work in a large group to choreograph and perform a gymnastics routine in time to music.	HE/PH&MW: Drugs, alcohol and tobacco Identify illegal drugs. Classify illegal drugs. Understand the effects illegal drugs have on your body. Know the effect that mixing drugs together can have on your body. Know why people use illegal drugs. Understand what would happen if you were caught using / in possession of illegal drugs. HE/PH&MW: Basic First Aid Know what to do in a medicine/illegal drug emergency. Know how to make a clear and efficient call to emergency services if necessary.	FRENCH At the Tea Room Recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room. Consolidate the eleven masculine nouns taught last week. Learn a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a French salon de thé. Consolidate all language taught so far in the unit. Learn some transactional language so that they can order what they would like to eat and drink in the salon de thé. Consolidate all previously learnt vocabulary from the unit. Ask for the bill and how to say 'goodbye' and 'thank you' in French. Consolidate knowledge of numbers in order to calculate the bill in the French salon de thé. Learn about the French currency. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

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Spring 1 Africa in the Past H/DT/Sc AF	Evolution and inheritance Explain the scientific concept of inheritance. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Report and present my findings from an enquiry including drawing conclusions and displaying my findings. Recognise that living things have changed over time and I understand that fossils have provided evidence for this. Understand the meaning of the term evolution. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Report and present my findings from an enquiry (oral/written). Know that there are a number of factors that can affect a species evolution when living in an extreme environment. Plan a scientific enquiry to answer a given question. Understand how humans have evolved over time through natural selection/survival of the fittest. Possible Trip: Natural History Museum – Evolution OR Mary Anning Victorian fossil hunter (fossilisation & adaptation)	Online Safety How to tell if your friend needs help (BBC Own It) Recognise signs a friend is experiencing bullying. Computer Science and Digital Literacy Variables in Games Explore the concept of variables in programming through games in Scratch. Discover what variables are and relate them to real-world examples of values that can be set and changed. Use variables to create a scoreboard simulation. - Chromebooks - Scratch	Non-European contrasting Society that provides contrast with British history - Benin (West Africa) cAD900-1300 Know when and where the Benin kingdom existed. Know that the Edo people created an Empire that lasted over a period of time. Know how the Benin society was organised that led it to flourish during these years eg kings, chiefs, trade, slaves, crafts. Know that Benin society members were able to specialise in their work, which led to skilled bronze craftwork. Research artefacts from the Benin culture. Make deductions about the lifestyle of the people of Benin from their artefacts. Possible Trip: British Museum – Africa – School Presentation: People of Benin		How do Muslims show commitment to Allah? Explore, select, and organise ideas about Islam, drawing on sources and concepts and express their understanding of concepts in theological terms. Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities. Develop insights of their own in exploring questions raised by the study of Islam relating to their own personal worldview. Reflect on possible connections between worldviews and the human search for meaning in life. Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others' viewpoint.		Research from pictures types of jewellery worn in Benin. Draw on market research by asking teachers design preferences for necklace lengths and size of pendants to inform design produced. Produce design criteria from research to demonstrate typical Benin jewellery. Create own design criteria having done market research for design. Use annotated sketches, cross-sectional planning and exploded diagrams for Benin jewellery design. Explain how parts of the design will work and how they are fit for purpose. Create, follow and adapt a step by step plan for Benin jewellery design. Identify the unique feature of the design that will appeal to user having done market research. Make a list of resources needed to make Benin jewellery design. Select resources from a range produced to suit purpose and explain choices. Make the product attractive and strong. Use wire cutters precisely. Evaluate jewellery against criteria set and explain how the product will appeal to the audience. Test and evaluate final product considering how well its been made, use of materials, is it fit for purpose. Use Amazon to research the cost of necklaces and resources to make them and suggest suitable price to sell if it was going to market. Discuss possible ways to best sell the product if it was mass produced and went to market. Research and discuss how sustainable the resources are that the jewellery was made from eg metal, plastic, wood. Discuss the impact of the product they have made beyond their intended purpose.	Wandsworth Music Ukulele Unit 4 Learn the chord A minor. Learn some simple 4-chord songs. Play simple melodies on my ukulele. Practise combining melodies & chords with my class.	Football (PE Specialist) Dribble and control a ball. Pass a ball using my side foot. Pass and move off the ball. Attack and outwit an opponent. Use the correct technique to shoot. Play a competitive game of football. Gym - Shape and Balance Rivers & Mountains (Teacher) Link shapes and movement using rhythmic gymnastics to represent the course of a river. Create one, two, three and four-point balances to represent mountains. Combine a range of body shapes and balances with a partner to represent different features of a mountain. Combine shapes and balances to make a group formation that represents different mountain ranges. Link shape, movement and balances to plan a group sequence that communicates information about rivers and mountains.	RE: Bullying Know that bullying can be committed by an individual or a group of people and the effect of this power PSHE: Radicalisation Know what the British values are. Understand the meaning of Democracy. Understand the meaning of Rule of Law. Know the meaning of Tolerance and Respect as British Value. Know what Radicalisation means. To understand extremism. Understand how being Radicalised goes against British Values.	

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Spring 2 Circuits Sc/DT AF	Electricity Recap knowledge of electricity and circuits. Construct simple series circuits to help answer questions about what happens when trying different components. Recognise and use scientific symbols to represent components of a circuit. Record data using scientific diagrams. Understand the impact of changing the number and voltage of cells on the brightness of a lamp or lamps. I can observe and explain the effects of differing volts in a circuit. Understand the impact of changing the number and voltage of cells on the volume of a buzzer. Plan and record findings of an investigation in detail. Carry out and evaluate and experiment to see how changing the wire in a circuit affects the brightness of a bulb. Plan a scientific enquiry, involving controlling variables to answer a question. Review and assess my understanding of circuits. Possible Visitors: Solar Science – Solar Circuits (they come to school)	Online Safety Respect & consent in group gaming (BBC Own It) Understand respect and consent in online gaming. IT: Data and Digital Literacy Flat-file databases Use tools within a database to order and answer questions about data. Create graphs and charts from data to solve problems. Utilise a real-life database to answer questions, and present work to others. - j2data Database - Chromebooks			What is wisdom? Wisdom Understand the difference between knowledge and wisdom. Explore some of the book of Proverbs and how Christians can use the guidance they read to enable them to gain wisdom. Consider and think about what wisdom means to us as individuals. Why do Christians call 'Good Friday' good? Salvation Explore, gather, select, and organise ideas about lent and Holy week from a variety of key texts, sources and concepts. Suggest some ways in which different people might interpret texts about Good Friday. Describe the impact of the journey Jesus took on Good Friday for different people. Develop insights of their own in exploring questions raised by the study Lent and Holy Week, relating to their own personal worldview. Reflect on possible connections between what they have learnt and what impact it has on them as individuals.		Investigate and analyse a range of existing products that have an electrical circuit eg The game operation. Research how to make classroom games and activities using circuits eg moving clown, wire loop game, birthday cards, and a quiz. Use annotated sketches, cross-sectional planning and exploded diagrams for electrical circuit game. Create, follow and adapt a step by step plan. Design and make a product that incorporates an electrical circuit e.g. wire loop game, toy car, quiz, birthday card. Incorporate a buzzer/motor/swit ch in their product. Produce a step Think of the benefits adding a circuit to their product creates. https://www.bbc.co.uk/bitesize/clips/z28b4wx https://www.instructables.com/How-to-Build-an-Electric-Toy-Car/	Wandsworth Music Ukulele Unit 5 Become confident with my 4 chords. Change quickly between all the chords. Sing, accompanying myself with my ukulele. Learn more complex melodies.	Rugby (PE Specialist) Evade and tag opponents. Pass and receive a pass at speed. Pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby. Dance - Electricity (Teacher) Respond to stimuli, improving freely using a range of controlled movements. Perform a range of dance techniques with accuracy and consistency. Work with a group to create appropriate dance movements to fit with different musical stimuli. Represent objects and actions through a dance phrase. Select and use a range of movements to create a dance phrase that demonstrates my ideas. Suggest and make improvements to my groups dance phrase, based on peer feedback.	RE: Online Relationships Understand the meaning of digital footprint. Know how information and data is shared and used online. Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. HE/PH&MW: Internet safety and harms Understand and know why social media, some computer games and online gaming are age restricted. Consider the effect of their online actions on others and know how to recognize and display respectful behavior online. Know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. Know where and how to report concerns and get support with issues online. PSHE: Cyber bullying Understand and recognise cyber bullying.	

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Summer 1 The Science of Survival Sc/G AF	Living things and their habitats Give reasons for classifying animals based on their similarities and differences. Sort and group animals based on their features. Use a classification key to sort animals. Understand the importance of the work of Carl Linnaeus. Explain how living things are classified using the Linnaean system. Use a classification key to identify, classify and describe living things. Describe how animals are classified into groups based on their similarities and differences. Give reasons for classifying animals based on specific characteristics. Understand what micro-organisms are and how they can be grouped. Report and present findings from enquiries, including conclusions and causal relationships. Classify plants according to their characteristics. Present findings from enquiries in oral and written forms. Possible trip: The Natural History Museum – The Variety Show (classification)	Online Safety What to do if you see something upsetting (BBC Own It) Recognise harmful online content. IT: Creativity and Digital Literacy Creating Motion Graphic Draw and animate the solar system using iPencils and Keynote transitions to create a short motion graphic linked to our science topic ‘Living things and their habitats’. - iPads - iPencils - Keynote		Geography of the Wider World and Wider Europe. Locate wider European countries (from Germany and Italy to Russia) and some further world countries and their capitals using, digital /computer mapping. Identify the position and significance of latitude, longitude, equator, hemispheres, tropic of Cancer and Capricorn, Arctic, Antarctic, the Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on maps. Begin to use 6 figure grid references to identify positions on maps. Use latitude and longitude on atlas map. Use/recognise OS map symbols. Use atlas symbols to identify features on maps Locate places on a world map. Use a scale to measure distances. Draw a plan view map accurately. Identify significant places and environments. Use OS maps. Confidently use an atlas. Recognised world map as a flattened globe.	How does the Torah help Jewish people to understand what being Jewish means? Draw on key texts and sources to explore, gather, select and organise ideas about Abraham, his place in the Jewish faith and how he showed belief in One God. Explain how The Torah is the principal sacred text of Judaism, how it is used and how it expresses Jewish beliefs. Suggest some ways in which different Jewish people might interpret The Torah. Share what inspires and influences them and how it can make a difference to themselves and others. Recognise and explain, with accurate vocabulary, how a Bar/Bat Mitzvah impacts a Jewish young person for their Jewish life following this rite of passage. Gather, select and organise ideas from religions and/or worldviews, drawing on key texts, sources and concepts to inform their creation of a rite of passage to mark the end of their time in primary school. Reflect on the impact of beliefs and practices, contained within their rite of passage, on their life in the future.		Understand what floor robots are and how they are programmed and controlled. Generate and develop ideas through discussion to design a game. Research how different materials affect the movement and control of floor robots. 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 by planning an adventure map. Use appropriate materials according to their functional properties and aesthetic qualities to create an adventure map using materials selected for their properties. Apply their understanding of computing to program, monitor and control their products by programming and monitoring floor robots on finalised adventure map. Explore different types of cams. Know what cams are and what they do. Create an animal cam toy.	Wandsworth Music Junk drumming Explore different drumming rhythms especially those requiring two or more timbres. (See bucket drumming.net). Practice tresillo and regaton beats and incorporate these into a performance. Learn a range of pieces. Select one to perform at the end of the year. Best Day of my Life and Yuck!	Athletics (PE Specialist) Practise and refine fundamental movement skills needed for athletics. Work as a team to competitively perform a sprint relay. Control running pace over a range of distances. Refine hurdling techniques. Practise and refine jumping techniques. Throw for distance using a heave throw technique. Outdoor & Adventurous activities (Teacher) Work systematically and as part of a team to solve a range of problems. Demonstrate positivity, perseverance and effective teamwork when completing a range of challenges. Use a range of communication methods effectively during problem solving activities and challenges. Demonstrate effective leadership skills. Work together effectively to achieve a common goal. Work effectively with others to complete a range of challenges. Work effectively with others to plan and carry out a game plan. Follow a short route on an OS map and describe features on the map. (Geog link)	RE: Bullying Know a range of strategies to manage my feelings and problem solve when I am part of a bullying situation PSHE: Financial Education Know there are a range of salaries for different jobs. To know what is deducted from earnings and why? Consider degrees of risk and possible consequences of taking financial risk. Understand value for money. Recognise that resources are limited and we need to make choices. Know that individual and community rights and responsibilities need to be taken into account when making decisions.	FRENCH What’s the weather? Recognise, recall and spell 5 different phrases for describing weather. Recognise, recall and spell a further 5 different phrases for describing weather. Revise key conjunctions. Know the 4 compass points and will learn how to say the temperature. Recognise and recall the 7 days of the week and times of day. Present a weather forecast. Use all their knowledge learnt this unit. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

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Summer 2 Changes A AF		Online Safety Phishing (BBC Own It) Music, video & image rights (Project Evolve) Recognise phishing attempts. Understand copyright of online media IT: Media and Digital Literacy Podcasting Investigate a range of podcasts to understand the key features. Plan and write Q&A for a mock podcast. Use Garageband to record and create jingles and export finished podcasts. Listen to each other's podcasts and provide constructive feedback. Link to class text Skellig. Create questions for Micheal or Skellig and record being the interviewer and character. Add suitable jingles. - iPads - Garageband - Microphones			What does it mean to live a good life? Explore, gather, select, and organise ideas about what they believe in and why. Suggest some ways in which different people might interpret rules for living and what they base them on. Describe the impact of beliefs and practices for different people. Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning.	Clay coil pots https://www.youtube.com/watch?v=hqY57CEQw https://www.youtube.com/watch?v=hqghu73OzH0 Create a design for a clay coil pot, sketch out several designs before deciding on the shape and form of the proposed finished piece. Roll the clay into long coils with a diameter of a penny and cover with plastic/ cling film/ Create the base of the pot to make a snail like circular shape, blend one side of the base smooth using a modelling tool. Use the process of scoring to allow the clay to bond. Blend the inside of each coil. Make the coil pot decorative by adding swirls and balls. Use a modelling tool to smooth inside edges.	Cooking and Nutrition: See staffshare file DT Seasonal cooking Explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom. Explain where, when and how a variety of ingredients are reared, caught and processed. Learn about food processing methods. Taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it. Explain the importance of protein as a proportion of a healthy varied diet and know the foods that are high in protein. Explain how to correctly store and handle meat and fish. Work as a group to generate, evaluate and refine recipe ideas. Understand a recipe can be adapted by adding/substituting ingredients. Plan a meal to cook at home identifying techniques that are going to be used eg boiling, peeling, chopping, slicing, grating. Prepare, cook and evaluate a healthy seasonal meal (children to this at home). Prepare loaves of bread by kneading and baking (cooking to be done at home, kneading at school.) Use Tinkercard (free web programme) to explore how you can use a computer to produce a computer generated designs. Create own computer generated design (User guide in the link below) https://www.youtube.com/watch?v=gOs6Mdj7y_4	End of year musical production Wandsworth Music Decades: 90s to 10s Explore music from the 90s to the 2010s. Analyse trends and key artists of each decade. Compare these styles with earlier decades. Prepare a song from this period for a concert.	Rounders (PE Specialist) Develop fielding skills in rounders. Develop batting skills in rounders. Develop bowling technique in rounders. Use the short barrier fielding technique. Use all skills in a class rounders game. Cricknet (Teacher) React quickly and catch balls thrown at different heights and angles. Attack the ball using effective fielding techniques. Throw the ball accurately over a large distance. Strike a bowled ball over a large distance into space. Bowl a ball overarm at a target. Apply striking and fielding skills to complete a circuit of activities	RE: Being Safe Know that there are boundaries that friends should have between them both in person and online. Understand the concept of privacy and how this should be compromised if safety is at risk. Know your body belongs to you and the differences between appropriate and inappropriate and unsafe physical contact. Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Know where to get advice e.g. family, school and/or other sources. RE: Caring Friendships Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	FRENCH The Weekend Consolidate numbers. Tell the time in increments of five. Consolidate the vocabulary for time. Learn new phrases to describe the activities that the children may do at the weekend. Consolidate the vocabulary introduced last week through a variety of listening and reading activities. Extend sentences by integrating a time phrase and connectives with the phrases for weekend activities. Extend sentences by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well. Revise and consolidate all language covered in the unit and complete the end of unit assessment.

