



# Curriculum Concept Map

Class 3: Years 5/6

Autumn 2021-3



Term/Concept	Autumn A - Changes	Spring A - Creatures	Summer A - Time
<b>History</b>	<b>Cause and Consequence</b> A significant turning point in British history  The Industrial revolution Changes in Victorian schooling	<b>Significance</b> Charles Darwin	<b>Change and Continuity</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; Mayan civilization c. AD 900
<b>Geography</b>	<b>Place Knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time- Industrial Revolution	<b>Geographical Skills and Fieldwork</b> 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>Human and Physical Geography</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<b>Science</b>	<b>Electricity</b> Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.	<b>Living things and their habitats (Classification)</b> Using classification systems and keys to identify some animals and plants in the immediate environment <b>Evolution and inheritance</b> Pupils will find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring. They should also appreciate that variation in offspring over time can make animals more or less	<b>Animals including humans – describe the changes as humans develop to old age.</b> Using a timeline to indicate stages in growth of humans. Changes in puberty. Work scientifically to research gestation periods of human and other animals.

		able to survive in particular environments work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	
<b>Art</b>	<b>Printing- Artist - William Morris</b> To know who William Morris was and understand the significance of his designs. Understand printing techniques and how they work. Know that patterns can be created by repeating a block print and carefully planning their design to create one large, repeated image.	<b>Drawing – still life</b> To know which pencil to use for a given task (H/B and which number) and how depth can be created by changes in shade and colour. To know a range of techniques to shade and create a 3D effect. Understand that images change dependent on the light source.	<b>Mixed media 3D- Egyptian burial mask</b> Understand the purpose of an Egyptian death mask Understand and use colours appropriate for a death mask Use papier mache to create a 3d structure
<b>DT</b>	<b>Construction</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to make a toy move.	<b>Food</b> Understand the basic principles of a healthy and varied diet when preparing pinwheel pizzas (ammonite fossils).	<b>Textiles</b> Mayan weaving To know that a 3D textiles product can be made from a combination of fabric shapes
<b>Music</b>	<b>Unit: Livin’ on a prayer</b> <b>Style: Rock</b> The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.  <b>Unit: Classroom Jazz 1</b> <b>Style: Jazz</b>	<b>Unit: Make you feel my love</b> <b>Style: Pop ballads</b> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.  <b>Unit: Fresh Prince</b> <b>Style: Old school hip hop</b> The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<b>Unit: Dancing in the street</b> <b>Style: Motown</b> The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  <b>Unit: Rewind Reflect</b> <b>Style: Classical</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a

	All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing		context for the History of Music and the beginnings of the Language of Music.
<b>PSHE</b>	<p><b>A diverse community</b> Describe the different communities that we belong to and understand what diversity means</p> <p><b>Respectful relationships</b> Identify the features of a positive family life and recognise similarities and differences between people in the community</p> <p><b>Illness</b> Explain what the immune system is and understand different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy</p> <p><b>Nutrition and healthy eating</b> Be able to identify the different food groups in a balanced diet and explain what foods are not healthy and reasons why</p>	<p><b>Puberty 1</b> Correctly identify parts of external genitalia and internal reproductive organs and describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies</p> <p><b>Puberty 2</b> Define what puberty means Understand that everyone will experience puberty differently Identify key changes which happen during puberty.</p> <p><b>Online content</b> Understand that not everything online is trustworthy and know how to make decisions on what they trust online using agreed criteria</p> <p><b>Online contact</b> Recognise that it is their own choice to accept something online and know what to do if they have any concerns about something they experience online</p>	<p><b>Mental health and keeping well</b> Recognise mental health and keeping well to be able to manage challenges and change, explore risk in everyday situations</p> <p><b>Managing change and challenge</b> Explain what is meant by the term 'mental health' and identify everyday behaviours that can help to support mental (and physical) health.</p> <p><b>Exploring risk</b> Assess how risky different everyday activities are Describe how important it is to 'stop and think' before taking a risk Explain what makes a risk worth</p>
<b>Computing</b>	<p><b>Unit 1 - Word Processing Information Text Information leaflet</b> <i>Writing non-fiction report with animated images</i> Understand computer networks including the internet and how they can provide multiple services such as the WWW and the opportunities and they</p>	<p><b>Unit 3 - Data Collection and Analysis Creating databases</b> <i>Creating a virtual space</i> Use search technologies effectively and 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, including</p>	<p><b>Unit 5 – Digital Art</b> Stop motion animation? <i>Create video using photography</i> Use sequence, selection, and repetition in programs;' work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and</p>

	<p>offer for communication and collaboration Be able to 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 and responsibly</p> <p><b>Unit 2 - Research and Publishing</b>  <b>Research a project, create a visual report and publish</b>  <i>Creating a website about cyber-safety</i>  Understand computer networks including the internet and how they can provide multiple services such as the WWW and the opportunities and they offer for communication and collaboration. Use search technologies effectively and select, use and combine a variety of software (including internet services) on a range of digital devices to present data and information. Use technology safely and responsibly</p>	<p>collect, analyse, evaluate and present data and information  Use technology safely and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>Unit 4 - Programmable Games</b>  <b>Programme a robot to answer questions</b>  <i>Use variables to programme a robot</i>  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>programs. 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 and responsibly</p> <p><b>Unit 6 – Code programming and debugging</b>  Programme a game  <i>Developing an interactive game</i>  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition. Use logical reasoning to explain how some simple algorithms work .Select, use and combine a variety of software (including internet services).</p>
RE	<p><b>Unit U2.1</b>  <b>What does it mean if Christians believe God is holy and loving?</b>  Identify some different types of biblical texts, using technical terms accurately and explain connections between biblical texts and Christian ideas of</p>	<p><b>Unit U2.3</b>  <b>Why do Christians believe Jesus was the Messiah?</b>  Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible and identify Gospel and prophecy texts, using technical terms. Show how</p>	<p><b>Unit U2.4</b>  <b>Christians and how to live: ‘What would Jesus do?’</b>  Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p><b>Unit U2.10</b></p>

	<p>God, using theological terms. Show how Christians put their beliefs into practice in worship</p> <p><b>Unit U2.8</b> <b>What does it mean to be a Muslim in Britain today?</b> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an. Describe ways in which Muslim sources of authority guide Muslim living and make clear connections between Muslim beliefs</p>	<p>Christians put their beliefs about Jesus' Incarnation into practice in different ways</p> <p><b>Unit U2.9</b> <b>Why is the Torah so important to Jewish people?</b> Identify and explain Jewish beliefs about God and give examples of some texts that say what God is like and explain how Jewish people interpret them.</p>	<p><b>What matters most to Humanists and Christians?</b> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) and make links with sources of authority that tell people how to be good.</p>
<b>PE</b>	<p><b>Tag Rugby</b> To be able to run forward with the ball and pass backwards to a player once tagged. Evaluate performance and the performance of others.</p> <p><b>Hockey</b> To control the ball whilst moving and pass and receive it in a game. To involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.</p>	<p><b>Swimming</b> To swim front crawl and back crawl for 1 width showing a good technique and arm recovery. To scull headfirst for a distance of 5m and return feet first.</p> <p><b>Gymnastics</b> To work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. To travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.</p> <p><b>Dance</b> (topic linked) To be part of a group dance sequence based on a specific topic playing an effective role in storytelling.</p>	<p><b>Striking and Fielding</b> To be able to hit the ball a range of distances and bowl a ball underarm consistently into a designated area, allowing the ball to bounce once. To stop the ball and throw over arm towards the bowler at the stumps.</p> <p><b>Athletics</b> To run using a good knee lift. To be able to throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both.</p>
<b>MFL</b>	<p><b>Time</b> Learn the numbers 1-100 and how to ask and give their age. Key phonic</p>	<p><b>Mealtimes and opinions based on likes and dislikes.</b></p>	<p><b>Sport</b></p>

	<p>sounds, read and sing songs. To learn some nouns and simple adjectives. Use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p> <p><b>Food and drink vocabulary</b> To extend food and drink vocabulary. To know how to say when mealtimes are and what they usually have, comparing with eating habits in Spain.</p> <p>* NB additional basic vocabulary has been introduced to support the learning in Class 3 (number, nouns, adjectives and the article)</p>	<p>Vocabulary from the story a very hungry caterpillar – numbers, days of the week, fruits, foods – and then introduced to the story in video format. Developing memory and practising pronunciation by retelling the story in one of a variety of verbal ways. To extend food and drink vocabulary to give their favourite foods at different meals times based on likes and dislikes. Pupils will have an understanding of the similarities and differences between mealtimes in the UK and Spain.</p>	<p>This unit focuses on sports and opinions. To pronounce sports accurately from text, applying phonics knowledge from previous learning. To practise using a dictionary to look up unknown words. To describe sports, using simple sentences with 'tiene', 'es' and 'hay' To learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>
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<b>Term/Concept</b>	<b>Autumn B - Home</b>	<b>Spring B - Moving</b>	<b>Time B - Life</b>
<b>History</b>	<p><b>Change and Continuity</b> A local history study – Cornish mining. Looking at historical events over time, explaining how some things have changed and some stayed the same.</p>	<p><b>Significance</b> A significant turning point in British history. HM Empire Windrush. Describing features of historical events and appreciate that significant events in history have helped to shape the country we have today.</p>	<p><b>Change and Continuity</b> Changes over time of human geography and land use. Using dates and historical language to work out key dates and time scales.</p>
<b>Geography</b>	<p><b>Geographical Skills and Fieldwork</b> <b>Locational Knowledge</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Locational Knowledge</b> The Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p><b>Human and Physical Geography</b> Rivers, mountains, volcanoes and earthquakes, and the water cycle  Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

<b>Science</b>	<p><b>Properties and changes of materials</b> Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes Gravity Changing states</p>	<p><b>Earth and space</b> The movement of the Earth, and other planets, relative to the Sun in the solar system, explain day and night and the apparent movement of the sun across the sky including the movement of the Moon relative to the Earth</p> <p><b>Forces</b> Explore falling objects and investigate air resistance. Forces making things move faster or slow things down. Investigate the effects of levers, pulleys and simple machines on movement.</p>	<p><b>Light</b> Light travels from light sources to our eyes or from light sources to objects and then to our eyes. Light travels in straight lines to explain why shadows have the same shape as the objects that cast them,</p> <p><b>Living things and their habitats and Animals, including humans</b> Classification of animals using subdivision. Work scientifically by using the classification system to identify animals and plants in the immediate environment.</p>
<b>Art</b>	<p><b>Painting – landscape</b> Understand how Kurt Jackson uses different textures in his painting and how light and shade is created in landscape painting. Understand that paint can be applied using different resources and techniques.</p>	<p><b>3D- sculpting totem poles</b> To recognise the significance of totem poles on Native American Culture and that animals on totem poles represent families and characteristics of people.</p>	<p><b>Collage- artist -Peter Blake</b> To know who Peter Blake is and understand the significance of his designs. Understand the pop art movement and recognise pop art and pop artists. Understand that collage can be created physically and digitally.</p>
<b>DT</b>	<p><b>Food (Pasties)</b> Understanding seasonality, know where and how a variety of ingredients are grown, reared caught and processed within the local area.</p>	<p><b>Construction</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to make a toy move</p>	<p><b>Textiles</b> To design, plan and make a shopping bag fit for purpose. Research fabric that may be used for their product and will evaluate their final product against their plan</p>
<b>Music</b>	<p><b>Unit: Happy</b> <b>Style: Pop song</b></p>	<p><b>Unit: A New Year Carol</b> <b>Style: Classical or Urban Gospel</b></p>	<p><b>Unit: Music and Me</b> <b>Style: women in the music industry</b></p>

	<p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b>Unit: Classroom Jazz 2</b>  <b>Style: Jazz</b>  To learn about the interrelated dimensions of music through playing instruments and improvising</p>	<p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning will provide opportunities to research Benjamin Britten's life and to listen to many of his other works</p> <p><b>Unit: You've Got a Friend</b>  <b>Style: 70s Ballad/Pop</b>  All the learning in this unit is focused around one song: You've Got A Friend by Carole King. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Unit: Reflect Rewind Replay</b>  <b>Style: Classical</b>  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>PSHE</b></p>	<p><b>Different types of families</b>  Identify the shared characteristics of healthy family life and identify different family structures and the similarities between these families. Identify how to get support if a family relationship is making me feel unhappy or unsafe</p> <p><b>Health/Harmful relationships</b>  Identify on/ offline bullying and how to manage this and identify some harmful behaviours in a relationship</p> <p>Define stereotype and discrimination and some strategies to challenge this</p> <p><b>Keeping your body safe 1</b>  Identify which parts of the body are private and identify inappropriate or unwanted touch</p>	<p><b>Spending decisions</b>  Identify ways to keep money safe from loss or theft  Identify how spending decisions affect others including the environment and supporting charities</p> <p><b>Gambling</b>  Explain risk in relation to gambling  Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk</p> <p><b>Share away (1. Alex)</b>  Understand the dangers of taking personal photographs and sharing them online</p> <p><b>Share away (2. Lucy)</b></p>	<p><b>Social media</b>  Recognise what wellbeing and social media mean. Describe actions a person can take to look after their wellbeing with a balance of online and offline activities  Evaluate the positives and negatives of social media</p> <p><b>Feelings and common anxieties when changing schools</b>  Identify feelings people might experience when starting a new school / moving to secondary school (KS3)  Recognise common causes of worry, challenges and opportunities that may be part of this transition</p> <p><b>Changing schools</b></p>



	<p>Identify places and people who can offer help if we are feeling unsafe</p> <p><b>Keeping your body safe 2</b> Recognise the right of each individual to decide who can touch their body, where, and in what way and can explain consent</p>	<p>Understand the dangers of chatting to strangers online</p>	<p>Identify the differences between primary and secondary school and describe how it might feel to move to secondary school</p> <p>Explain different ways of managing change</p>
<b>Computing</b>	<p><b>Unit 1 - Word Processing Information Text</b> <b>Advert for a product</b> <i>Use mixed media to create an advert</i> 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 and responsibly</p> <p><b>Unit 2 - Research and Publishing</b> <b>Research a project, create a visual report and publish</b> <i>Using media and mapping to document a trip</i> Use search technologies effectively. 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,</p>	<p><b>Unit 3 - Data Collection and Analysis</b> <b>Creating databases</b> <i>Mastering algorithms for searching, sorting and mathematics</i> <i>Exploring computer networks including the internet</i> 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. Understand computer networks including the internet. Use technology safely and responsibly.</p> <p><b>Unit 4 - Programmable Games</b> <b>Programme a game</b> <i>Create a game using Microbit</i> Design, write and debug programs that accomplish specific goals by using sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work. Select, use and combine a variety of software .to design and create a range of programs, systems and content</p>	<p><b>Unit 5 – Digital Art</b> <b>Video Editing incl. green screening</b> <i>Create a short news report</i> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. Use technology safely and responsibly.</p> <p><b>Unit 6 – Code programming and debugging</b> <b>Planet game</b> <i>Use variables to create a game</i> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use technology safely and responsibly. Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>

	evaluating and presenting data and information Use technology safely and responsibly.		
<b>RE</b>	<p><b>Unit U2.2</b> <b>Creation and Science: conflicting or complimentary?</b> Identify what type of text some Christians say Genesis 1 is, and its purpose and be able to have an understanding of why many Christians find science and faith go together</p> <p><b>Unit U2.11</b> <b>Why do some people believe in God and others do not?</b> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Understand how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<p><b>Unit U2.7</b> <b>Why do Hindus want to be good?</b> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately and give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p><b>Unit U2.5</b> <b>What do Christians believe Jesus did to save people?</b> Outline 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 and show how Christians put their beliefs into practice in different ways</p>	<p><b>Unit U2.6</b> <b>For Christians, what kind of king was Jesus?</b> Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations and show how Christians put their beliefs into practice in different ways</p> <p><b>Unit U2.12</b> <b>(Curriculum Kernewek CK4RE)</b> <b>How does faith help Cornish people when life gets hard?</b> Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions. Know how beliefs about resurrection, judgement, heaven, reincarnation makes a difference to people's lives.</p>
<b>PE</b>	<p><b>Handball</b> To play a competitive Handball game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay.</p>	<p><b>Swimming</b> I can swim 25m front crawl and and follow with a strong push off from the pool side, on the back, using both feet and arms extended. Retrieve an object from the pool bottom using both hands</p>	<p><b>Tennis</b> Play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches.</p>

	<p><b>Basketball</b> To play in a 5 v 5 game using some of the skills I have learned</p>	<p><b>Gymnastics</b> To work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus and show changes of levels in the sequence. Include 3 or more partner balances and travel in unison and cannon.</p> <p><b>Dance (topic linked)</b> To copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase and teach it to a friend and learn theirs.</p>	<p><b>OAA</b> Take part in an orienteering competition using the skills learned. To work sensibly and collaboratively with a partner / group to achieve a safe outcome.</p>
<b>MFL</b>	<p><b>Weather</b> Learning /revising the weather. To be able to give opinions on the different seasons and to investigate what the weather is like in Spain and Spanish territories.</p> <p><b>Revisiting colours and flags</b> Revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries.</p>	<p><b>Key cities in Spain</b> To learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. A focus on Spain and some of the key features of the country. Forming plurals of nouns and using the adjective 'mucho' (lots of). To use 'hay' (there is/are) which they have met previously.</p> <p><b>Directional language</b> Look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. To say what somewhere is famous for using the key cities. Learn vocabulary for places in the town and work independently to describe photos (making use of a word list provided) and give their opinions on them</p>	<p><b>Spanish festivals</b> Main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK.</p> <p><b>Holiday destinations</b> To extend their learning to the theme of holidays. Research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>