

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>How do the planets move and how does this affect us?</p> <p>EARTH AND SPACE (Y5)</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Why are materials used for particular purposes and how are new materials made?</p> <p>PROPERTIES AND CHANGES OF MATERIALS (Y5)</p> <p>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</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of</p>	<p>How have living things changed over time and how do we know?</p> <p>EVOLUTION AND INHERITANCE (Y6)</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>How do our bodies function and what affects this?</p> <p>ANIMALS INCLUDING HUMANS (Y6)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>How do scientists classify things?</p> <p>LIVING THINGS AND THEIR HABITATS (Y6)</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>How does light enable us to see objects and shadows cast by them?</p> <p>LIGHT (Y6)</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

		new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda				
	<p style="text-align: center;">WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> ○ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ○ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ○ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ○ using test results to make predictions to set up further comparative and fair tests ○ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ○ identifying scientific evidence that has been used to support or refute ideas or arguments 					
History	<p>What were the achievements of Ancient Greece and what was their influence on the Western World?</p> <p style="text-align: center;">ANCIENT GREECE</p> <p>Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Develop the appropriate use of historical terms.</p> <p>Note connections, contrasts and trends over time.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>What was life like in the Stone Age and how did it compare to the Bronze Age and Iron Age?</p> <p style="text-align: center;">STONE AGE TO IRON AGE</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>	<p>Who were the Ancient Mayans and what was it like to have lived in the Ancient Maya Civilisation?</p> <p style="text-align: center;">ANCIENT MAYAS</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>			
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.					
Geography	<p>Where are the Americas and what are their similarities and differences?</p> <p style="text-align: center;">AMAZING AMERICAS</p>	<p>How and why do rivers change over time?</p> <p style="text-align: center;">RAGING RIVERS</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and</p>	<p>How does Wiltshire compare to a location in Eastern Europe?</p> <p style="text-align: center;">EXPLORING EASTERN EUROPE</p>			

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use fieldwork to observe, measure and record 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>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p>		<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To 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</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To describe and understand key aspects of 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</p>		<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To 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>To describe and understand key aspects of 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</p>	
RE	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> How are would a Sikh go for this/her religion?</p> <p><u>Theme:</u> Beliefs into Action</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> Was Jesus the Messiah?</p> <p><u>Concept:</u> Incarnation</p> <p>Understanding Christianity 2b.4</p>	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> Are Sikh stories important today?</p> <p><u>Theme:</u> Beliefs and Morals</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What do Christian’s believe Jesus did to save human beings?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 2b.6</p>	<p>RELIGION: SIKHISM</p> <p><u>Key Question:</u> What is the best way for a Sikh to show commitment to God?</p> <p><u>Theme:</u> Prayer and Worship</p> <p>Discovery RE</p>	<p>RELIGION: CHRISTIANITY</p> <p><u>Key Question:</u> What does it mean if God is holy and loving?</p> <p><u>Concept:</u> God</p> <p>Understanding Christianity 2b.1</p>
PSHE	RELATIONSHIPS- TEAM	ITS MY BODY	BRITAIN	BE YOURSELF	AIMING HIGH	MONEY MATTERS

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	<p>demonstrate successful teamwork skills;</p> <ul style="list-style-type: none"> disagree respectfully; reflect on their own collaborative working skills; make compromises; demonstrate ways to care for others within the team; discuss the importance and consequences of carrying out shared responsibilities within the class team. 	<p>define consent and autonomy;</p> <ul style="list-style-type: none"> identify the implications of not getting enough sleep; understand why they need to change some of their habits and routines as they get older; identify where the pressure to try harmful substances might come from; understand that many images seen in the media are artificially enhanced; identify some factors that influence the choices they make about their bodies; understand that the choices they make about their bodies have consequences. 	<ul style="list-style-type: none"> identify ways of showing respect to people of all faiths and ethnicities; explain what it means to belong to a community; identify how laws help them; discuss local government in relation to democracy and human rights; discuss national government in relation to democracy and human rights; identify how charities and voluntary groups help meet the needs of all people in the community. 	<p>communicate feelings in different situations;</p> <ul style="list-style-type: none"> work in groups to create a role play to show different ways to manage uncomfortable feelings; discuss different fight or flight situations; <p>discuss the impact of making amends when a mistake has been made.</p>	<p>identify skills and attributes that are useful in many roles;</p> <ul style="list-style-type: none"> identify their preferred learning style; identify potential barriers to success; identify opportunities that might be available to them in the future; identify and challenge stereotypes; explain different routes into further education and work; discuss goals they could set to work towards their ambitions; understand the different roles within a team; discuss challenges many people face and how some people overcome these. 	<p>discuss reasons people take financial risks;</p> <ul style="list-style-type: none"> discuss why advertisers try to influence us; talk about how to be a 'critical consumer'; identify how we can compare the value for money of different products; discuss how we can make a budget; consider why people borrow money and get into debt; explain what tax is and the ways we pay it.
<p>Computing</p>	<p>SCRATCH: ANIMATED STORIES</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>working with variables and various forms of input and output</p>		<p>FILM-MAKING</p> <p>understand computer networks including the internet;</p> <p>how computer networks can provide multiple services, such as the world wide web</p> <p>opportunities computer networks offer for communication and collaboration</p> <p>use search technologies effectively</p> <p>appreciate how search results are selected and ranked</p> <p>how to be discerning in evaluating digital content</p>		<p>KODU PROGRAMMING</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>working with variables and various forms of input and output</p>	

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	selecting, using and combining 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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs selecting, using and combining 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
ONLINE SAFETY			
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
Art	NORTH AND SOUTH AMERICAN ART	PLANTS AND FLOWERS	ARTIST STUDY: ANSEL ADAMS
	<p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint & clay</p>	<p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint & clay</p>	<p>to learn about great artists, architects and designers in history</p> <p>to improve mastery of art and design techniques, including drawing</p> <p>to create sketch books to record observations and use them to review and revisit ideas</p>
Design & Technology	SEWING (Christmas decorations)		COOKING AND NUTRITION: GLOBAL FOOD
	<p>Design</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p>		<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>					
Music	<p>DEVELOPING MELODIC PHRASES</p> <p>Theme: How Does Music Bring Us Together?</p>		<p>UNDERSTANDING STRUCTURE & FORM</p> <p>Theme: How Does Music Connect Us with Our Past?</p>	<p>GAINING CONFIDENCE THROUGH PERFORMANCE</p> <p>Theme: How Does Music Improve Our World?</p>	<p>EXPLORING NOTATION FURTHER</p> <p>Theme: Creating Simple Melodies Together</p>	
PE * In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit	<p>CRICKET</p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p>	<p>FOOTBALL</p> <p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p>	<p>DANCE</p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent</p>	<p>GYMNASTICS</p> <p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and</p>	<p>TAG RUGBY</p> <p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p>	<p>ATHLETICS</p> <p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p>

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

<p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
<p style="text-align: center;">HANDBALL</p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p style="text-align: center;">NETBALL</p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p style="text-align: center;">FITNESS</p> <p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and</p>	<p style="text-align: center;">VOLLEYBALL</p> <p>I am confident to make decisions when refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p style="text-align: center;">BADMINTON</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p>	<p style="text-align: center;">ROUNDERS</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>

Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Redwood Class Y5/6

	<p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges.</p>	<p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>
<p>MFL - French</p>	<p>ALL ABOUT OURSELVES</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		<p>SCHOOL LIFE</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		<p>FAMILY AND FRIENDS</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	