



Wow Starter: Display lots of images of France and French culture. Discuss and create a mind map of things we already

Final Event: Taste some French food in our French cafe.

## UNDERSTANDING THE WORLD

### Working scientifically KS1

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

### Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe
- **ge5** I can find and name the seas surrounding the UK on a map

### Place knowledge KS1

- **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited

### Human and physical geography KS1

- **ge10** I know the names of the four seasons and the weather to expect in each one
- **ge11** I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage
- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **ge13** I know that it is very hot I places around the Equator and very cold around the Poles

### use basic geographical vocabulary to refer to:

- KS1
- **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

### Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge19** I can describe the location of places further away and how I might travel to them
- **ge22** I can recognise some human and physical features from an aerial photograph
- **ge26** I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

### KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi11** I can talk about some national celebrations or commemorations and explain their importance
- **hi12** I know about some events that are remembered or celebrated in other countries or throughout the world
- **hi13** I can talk about some famous people from the past
- **hi14** I understand what the famous people did to make them so important that they are remembered today and how people from different times did similar things

## EXPRESSIVE ARTS AND DESIGN

### KS1

- **ad3** I can use painting to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad6** I can use line, shape, form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own work

### Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

### Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **dt9** I can select the appropriate materials and tools for my design
- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt13** I can explain why I have chosen particular materials, components or ingredients

### Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

### Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **dt19** I can tell you some ways to make structures stiffer or more stable

### KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu2** I can repeat chants and rhymes with expression
- **mu3** I can use my voice in different ways
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu9** I can explore sounds by changing and combining them to create the effect I want
- **mu10** I understand loud/quiet, fast/slow and high/low

## PSED & RELIGIOUS EDUCATION

## Fantastic France

### GEOGRAPHY

Locate France on a map of Europe - recap continents and seas. Look at and describe famous landmarks in Paris e.g Eiffel Tower, Arc de Triomphe, Notre Dame, River Seine etc. Look at an aerial photograph of part of France. Discuss and label the key geographical features of this area. Explore the climate of France, how is it similar/different to ours? Record the weather over a week in France and UK. Create a weather forecast for a Southern French town.

### HISTORY

Learn about the life and times of Claude Monet. Discuss his life, and his works. Create a fact file about him. Look at pictures of his house and garden, how did these shape his artwork? Create a timeline of Monet's life. Explore celebrations that happen in France, such as Remembrance Day - like to Arc de Triomphe. Also discuss Mardi Gras as a national celebration, why is it celebrated and how?

### SCIENCE - not linked to topic.

Grow a plant in class. Explore what plants need in order to grow. Test plant with and without certain things and track their growth. Create a 'Seed Diary' tracking the growth of our plant(s).

### ART

Look at and discuss the work of Claude Monet. Use a variety of media to create a similar look to his paintings. Produce our own versions of Monet's famous lily pond pictures. Create our own nature picture in the style of Claude Monet.

### DESIGN

Look at some examples of bridges that cross the Seine. How have they been designed and built? How do they stay up? What materials have been used. Design our own bridge, what shapes would we use, what materials etc. Create a model of our bridges, using lolly sticks, newspaper, art straws. Test the bridges, they must stretch a certain distance, and be able to hold a small weight. What improvements would we make if we did it again?

### MUSIC

Continue with Music Express syllabus. Learn and perform French songs (Frere Jacques, Head shoulders knees and toes in French etc.)

Respond to the register in French. Learn basic conversation/phrases in French. Create a French menu for Mardi Gras.

Continue separate Literacy planning.

PE  
Wednesdays - Football with Mr Maker (plans in Topic folder in classroom).  
Thursdays - Multisports/Sports Hall Athletics.

ICT  
Espresso Coding - See separate file for plans

MATHS - in topic  
Set up role play for French Cafe. Have various foods with prices, have a French menu with prices in Euros. Children to use addition and subtraction when adding money. Use fractions when sharing food, meals serve more than one. Multiplication if offering several of the same dishes, division if sharing a dish between several people. Distances, lengths and heights of landmarks etc. using standard units of measure. Use timelines and dates when plotting life of Monet/historic celebrations. During science mini-topic, tables and graphs used to record growth of plants.

MATHS - separate  
Continue to follow CCG numeracy plans, Unit 5 and 6. plans in Numeracy folder in classroom.

RE  
Learn about French festival of Mardi Gras, and how it links to Christianity and Lent/Easter. follow RE cycle - sacred books and stories.

### PSHE

Discuss and learn about how to stay fit and healthy. Know how diseases spread, and ways to avoid this. Explore how we can keep our bodies and others around us healthy and safe.

## COMMUNICATION AND LANGUAGE

### KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

## PHYSICAL EDUCATION

### KS1

- **pe1.1** I can run safely, controlling my speed and direction
- **pe1.1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

## MATHEMATICS AND COMPUTING

### Number - number and place value KS1

- **m36** read and write numbers to at least 100 in numerals and in words
- **m37** use place value and number facts to solve problems.

### Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- **m43** a two-digit number and ones
- **m44** a two-digit number and tens
- **m45** two two-digit numbers
- **m46** adding three one-digit numbers

### Number - multiplication and division KS1

- **m52** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Number - fractions KS1

- **m53** recognise, find, name and write fractions, , and of a length, shape, set of objects or quantity

### Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

- **m58** find different combinations of coins that equal the same amounts of money
- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

### Statistics KS1

- **m69** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **m71** ask and answer questions about totalling and comparing categorical data.

### Statistics KS1

- **m78** interpret and present data using bar charts, pictograms and tables
- **m79** solve one-step and two-step questions for example, [How many more? and How many fewer] using information presented in scaled bar charts and pictograms and tables.

### KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program
- **co11** I know how to use equipment safely and respectfully

# Fantastic France - Stage Coverage

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### Plants **KS1**

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **ge5** name and locate the seas surrounding the UK

### Place knowledge **KS1**

- **ge7** understand the human and physical geography of a small area of the United Kingdom

### Human and physical geography **KS1**

- **ge10** identify seasonal weather patterns in the United Kingdom
- **ge11** identify daily weather patterns in the United Kingdom
- **ge12** identify the location of the Equator and the North and South Poles
- **ge13** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### use basic geographical vocabulary to refer to: **KS1**

- **ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork

### Geographical skills and fieldwork **KS1**

- **ge16** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- **ge19** use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge26** use simple fieldwork and observational skills to study the geography of their school and its grounds

### **KS1**

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi11** events beyond living memory that are significant nationally including events commemorated through festivals or anniversaries
- **hi12** events beyond living memory that are significant globally (e.g. the first aeroplane flight or events commemorated through festivals or anniversaries)
- **hi13** the lives of significant individuals in the past who have contributed to national and international achievements.
- **hi14** the lives of significant individuals in the past, some should be used to compare aspects of life in

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### **KS1**

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs
- **co11** use technology safely and respectfully

## PHYSICAL EDUCATION

### **KS1**

- **pe1** master basic movements including running
- **pe1.1** master basic movements including jumping
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad3** to use painting to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt2** design for themselves and other users based on design criteria
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

### Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt10** select from and use a wide range of materials and components including construction materials
- **dt13** select from and use a wide range of materials and components according to their characteristics

### Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt15** evaluate a range of existing products
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### Technical knowledge **KS1**

- **dt18** build structures, exploring how they can be made stronger
- **dt19** build structures, exploring how they can be made stiffer and more stable

### **KS1**

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu8** listen with concentration and understanding to a range of music
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

## COMMUNICATION AND LANGUAGE

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## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens

#### **KS1**

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa17** Able to make 'I' statements instead of blaming others.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.
- **pa19** Begin to understand what harms their local, natural and built environments.

### PSED Developing a healthy, safer lifestyle **KS1**

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.
- **ph11** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
- **ph12** Make sensible choices (food, games, television, money).
- **ph13** To understand that all household products including medicines, can be harmful if not used properly.

### RE - Learning From Religion **KS1**

- **rf20** Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### Learning About Religion **KS1**

- **ra13** Explore a range of religious stories and sacred writings and talk about their meanings.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- **ra17** Communicate their responses to religious ideas and beliefs expressed through the arts.

