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| Year 1 – Curriculum Overview 2021 | | | | | | | |
| Revisited learning from previous academic year. | | | | | | | |
| Subject | **Autumn 1**  **Dinosaur Discovery** | **Autumn 2**  **Who Do You Think You Are?** | **Spring 1**  **Blast from the Past** | **Spring 2**  **Amazing Animals** | **Summer 1**  **We are British** | **Summer 2**  **Twist and Shout** |
| Essential Learning | -Know a range of dinosaurs with different characteristics from different periods.  -Classification is sorting of species into groups based on common characteristics.  -Know the habitats and diets of different dinosaurs.  -Fossilization is when the remains are covered in layers of rock which harden preserve a rock replica of a creature inside.  -A palaeontologist is specialist in study of fossilized plants and animals.  -Understand how palaeontologists find evidence of prehistoric creatures through studying fossils and other techniques.  -Significance of Mary Annings work by discovering the first plesiosaur, ichthyosaur fossils.  -The Jurassic, Triassic and Cretaceous periods.  -To know that dinosaurs became extinct and be able to explain a theory.  -The characteristics of reptiles. | -To be able to name the locality in which they live.  -Talk about features of the community in which they live and nearby surroundings.  -Know their own address off by heart.  -Identify family member from different generations.  -Identify local places of interest, shopping centres, towns, etc.  -To know that towns are made up residential and commercial properties.  -Recognise different types of houses including bungalows and semi-detached houses.  -Know how the locality has changed over time.  -Understand how names of local streets can be linked to things in the pasts e.g. mines, farms, chain-making, Lutley Mill.  -Identify physical features of the locality such as Clent Hills, farmland, Lutley Gutter, Caslon Woods. | -Recognise who we are and what our main strengths are.  -Identify differences in people and celebrate them.  -Understand the difference between past and present.  -Know that historic events are put in chronological order e.g. using a timeline.  -Identify special people and what makes them special.  -Develop an understanding of a time period from a range of resources.  -Use simple vocabulary associated with the past.  -Identify how schools were different in 1950s.  -Describe similarities between past and present. | -The seven continents of the world are Africa, Asia, North America, South America, Antarctica, Europe, Australia  -The Five oceans of the world are Atlantic, Pacific, Southern, Arctic, Indian.  -The five classification groups of animals are amphibian, bird, fish, mammal and reptile  -Humans are classified as mammals  -Key features of the human body are the heart, lungs, stomach, kidneys, brain, legs, arms, head, neck and chest.  -Nocturnal animals are awake at night and sleep during the day.  -Nocturnal animals have a heightened sense of hearing and smell as their eyesight can be poor in the dark.  -Some animals use echo location to find other animals.  -There are five human sense, hearing, sight, taste, touch and smell  -Both fish and mammals can live under the sea,  -Animals adapt to survive in their environments, e.g. camels in the dessert and penguins in the cold.  -Endangered animals need protecting from humans otherwise certain species will become extinct due to the loss of their habitat. | **Available Feb 2022** | **Available May 2022** |
| Vocabulary | skeleton, fossil, adaptation, armour, bones, brontosaurus, camouflage, carnivore, classification, cretaceous period, diet, dinosaur, egg, evolve, exhibit, exist, expert, extinct, forest, function, habitat, herbivore, Jurassic, landscape, materials, mass-extinction, meteorite, omnivore, palaeontologist, period, prehistoric, reptile, sediment, skull, spine, survive, teeth, timeline, Triassic, Triceratops, Tyrannosaurus Rex. | Family, Address, Relatives, Town, House, Semi-detached, bungalow, Flat, Detached, Garden, Bedroom, Hobbies, Clubs, Community, Mosque, Church, Library, Celebrations, Culture, Divali, Local Services – Hairdressers, Shop, Post Office, Colley Gate, Cradley | Collage, decade, different, memory, past, present, same, sculpture, self-portrait, source, time-capsule, timeline | Adapt,, Africa, amphibian, Antarctic, Arctic Ocean, Asia, Atlantic Ocean, Australia, bear, bird, brain, cold, collaboration, colour, continent, coral reef, desert, destroying, echolocation, endangered, environment, Europe, fish, fox, hare, hearing, heart, Indian Ocean, inspired, investigate, kidney, lung, mammal, mis, monkey, nocturnal, North America, ocean, organ, Pacific Ocean, penguin, predict, reindeer, reptile, sense, sight, smell, snow leopard, South America, Southern Ocean, stomach, strokes, survival, taste, touch, underwater, vulnerable. |  |  |
| Maths – White Rose | Number: place value within 10  Number: Addition and subtraction within 10  Geometry: Shape | | Consolidation of Autumn Term  Number; addition and subtraction within 20  Number; place value within 50  Measurement: length and height  Measurement: weight and volume | | Consolidation of Spring Term  Number: multiplication and division  Number: factions  Geometry: position and direction  Number: Place Value within 100  Measurement; money  Measurement; time | |
| English /Key texts | Our Trip to the Woods – recount (WS)  Harry and the Dinosaurs  Dear Dinosaur – letters  Life on Earth: Dinosaurs - Non-chronological report  Text: Little Kids First Big Book of Dinosaurs  Text: what to do if an Elephant Stands on Your Foot. | Ice Planet Adventure Park - persuasion (WS)  The Last Stop on Market Street – story (WS)  When I am By Myself – poem (WS)  Firework Night – poetry (WS)  Grandad’s Island – narrative (WS) | Bold Women in Black History – biography (WS)  The Way Back Home: Infinity and Beyond – science fiction (WS) | Wombat goes walkabout – adventure story (WS)  Creature Features - explanation  How to Help a Hedgehog and Protect a Polar Bear – instructions  10 record breaking animals  Text: The Tiger who Came to Tea  Text: The Monkey Puzzle  Text: The Lost Words | On Safari – travel journal (WS)  The Queen’s Hat – adventure in London (WS)  Dogs Don’t do Ballet  We Are Britain – (poetry) Benjamin Zephaniah  An English Year  The Big Book of the UK  The Year we Muddled Through | Song of the Sea – Irish Myth (WS)  Katie Morag  The Mousehole Cat  The Lighthouse Keeper (Series)  How Does a Lighthouse Work?  At the Beach |
| Culture, Diversity and Equality | Fossil hunter – ‘Mr Bones’, Barnham Brown.  Text: Are You a Boy or a Girl?  Mary Anning  Key piece of music: Jurassic Park theme track  Key piece of art: Dinosaur Art; Alain Beneteau  Key poem: The Dinosaur Dinner, June Crebbin AND Maggie and the Dinosaur, Dave Ward | Exploring at the different cultures in our school and local community.  Text: My Two Grandads  Text: I am Fred.  Key piece of music: Our House, Madness AND This is Me, Showman  Key piece of art: Self-portrait, Pablo Picasso  Key Poem: Childhood Tracks, James Berry | Learn about Martin Luther King and Bayard Rusting – treating people fairly.  Text: Perfectly Norman  Key piece of music: Memory from Cats the Musical by Andrew Lloyd Webber.  Key piece of art: ‘Family Group’ sculpture by Henry Moore.  Key poem: If all the World Were by Joseph Coelho | Anya Elizabeth Johnson – Marine Biologist  Text: The Pirate Mums  Key piece of music: Mr Mistofflees, cats the Musical, Peter and the Wolf, P.Prokofiev  Key piece of art: Jungle paintings but Henry Roussau  Key Poem: Macavity the Mysterious Cat | Queen Victoria hired the first ever black assistant. - Abdul Karim 1887  Finding out a out the Windrush generation.  Text: We Are British  Coming to England – Celebrating the Windrush generation. | Pack a bag for Emma and her Mums to go on holiday.  Text: Hello Sailor |
| Enrichment | Safari Park visit | | Blists Hill visit | | Dance workshops | |
| Mindful Moments | -Pupils will learn that nerves are a normal part of life and we often feel these emotions when we are preparing to do something daunting such as presenting to an audience. -Pupils will learn coping strategies so that they can overcome their nerves.  -Pupils will use their learning on dinosaur habitats to come to appreciate the places that they live.  Gratitude diary. | -Pupils build tolerance and respect for others.  -Pupils develop a clear sense of who they are.  -Self-esteem activities. | -Recognise and name feelings. Show an understanding of how people may feel in different scenarios. How feelings can change over time. | -Understand why animals are becoming extinct and what we can do to save them.  -Knowing that every lining thing has right and responsibility. |  |  |
| Learning Through Nature  National Outdoor Curriculum | **RE**  **(KS1 pg 226-239)**  -Learning to identify individual characteristics to say what is important to us and others and identify emotions.  -Learning to describe the wonder of nature in the outdoor area.  -Learning to reflect on our emotional responses to nature, to find colour in nature and make a picture using natural things.  -Learning how some people express thankfulness through songs, hymns and prayers.  -Learning how religions reflect on the wonder of nature and feel closer to God.  -How people care for natural things including the smallest of creatures and reading an Islamic story of The Prophet and the Ants. | **Mapping**  **(KS1 pg 100-113)**  -Learning to explore our setting using an aerial view.  -Identify key features and find them in the grounds.  -Learning to use photo orienteering to find routes to specific places.  -Learning to follow a rope trail to find and remember objects then draw what we have found.  -Learn to follow an arrows trail then remember and draw what you found.  -Create own map and drawing of the area.  -Learn to mark points on a map. | **Structures**  **(KS1, pg 184-197)**  -Learning how cross structures are designed and made strong.  Learning how frame-based structures are designed and made strong.  -Learning how tripod structures are designed and made strong.  -Learning how parallel wood structures and designed and strengthen.  -using and applying our learning to make structures for a mini fairy village. | **Stick Animals**  **(KS1, pg 44-57)**  -Learning to explore and sort shapes I our outside area.  -Learning to use a trail to find natural materials with which to make repeating patterns and shape pictures.  -Investigating how 2D shapes can be used to create woodland figures using sticks.  -Learning how 2D and 3D shapes can be used to make a shelter using natural materials.  -Learning to make a spider-web structure using triangles made of and natural materials.  Investigation which 3D shapes are most effective as a base when lighting a fire. | **Science: Houses**  **(KS1, pg 72-85)**  -Learning to name different objects and understand what they are made from.  -Learning to identify objects, what they are made from and what properties they have.  -Learning to investigate and carry out different tests on materials to find out more about their properties.  -Learning to classify materials according to their properties.  -Carry out a simple test ‘ what material is best for an umbrella?’  -Learn to build houses using different materials and to test how strong they are? | **Art**  **(KS1, pg 156-169)**  -Investigate colour and use this to explore the outdoor learning area.  Investigate line and drawing natural objects.  -Exploring colour and shapes and printing using natural colours.  -Learn about colour and textures in nature and how they can be used for camouflage.  -Explore shapes in nature by making clay leaf tiles.  -Explore form by making woodland creatures out of clay and natural objects. |
| Science | **Plants**   * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees   Depth: Plants  Assessment Question: Could a sunflower survive in the Antarctic?  **Experiments-**  **Identifying and classifying:**  Hook- Mr Green muddled up the plants in his garden centre. He now can’t decide how to order them for his customers. Can you help him?  Hook- Jack says that all leaves are the same but Sarah says that all leaves are different. Who is correct?  **Observing over time: Hook-** Mrs Smith planted some sunflower seeds last month. She can see they have started to grow but isn’t sure how fast they will produce flowers. Can you help her?  **Pattern seeking:** Hook- Sam likes to make long daisy chains. She needs to find a place in the field where the most daisies grow. Can you investigate this? | **Experiments**  -identify similarities and differences in relation to materials - (bread/toast/baking/candle wax/eggs/ice – reversible and irreversible)  -looks loosely at similarities and differences, patterns and changes in nature  (flowers attracting bees, birds feeding in different places, examining over time.  -talks about features of their own immediate environment and how it might vary from one to another (erosion/windmills/waterfalls)  How can we…?  What would happen if…?  I wonder….? | **Everyday materials**   * Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties   **Experiments-**  **Comparative and fair testing:** Hook- Little Red Riding Hood keeps getting wet as she walked through the forest to Grandma’s house. Can you find a suitable material to make her a new coat out of? (Waterproof/Not Waterproof)  **Identifying and classifying:** Material hunt: Hook- Fiona wants to go on a martial hunt for all the things that are made from the same material. She chooses wood. Can you do the same? Choose your own material.  -- Hook- Mrs Holden- Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same?  **Observing over time:** Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct? | **Animals, including humans**   * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * Identify and name a variety of common animals that are carnivores, herbivores and omnivores * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) --Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense   **Experiments-**  **Pattern seeking:** Hook-Laura thinks that older children have longer legs. Is she correct?  **Identifying and classifying:** Hook- Richard has lots of different animals in his toy box. He can’t decide how to sort them. Can you help him?  Hassan thinks that all animals eat other animals for food. Sally thinks that some animals only eat grass. Who is correct? | | **Seasonal changes**   * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies   **Experiments-**  **Identifying and classifying/ Observing changes over time/ Research:** Hook- Mrs Holden- Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same?  **Observing over time:** Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct?  Mrs Mills says she prefers the winter because it is colder and she likes to wear woolly jumpers and hats. Is she correct? |
| History | -Develop a wider understanding of a time period from a range of sources.  -Ask and answer questions about the past from sources e.g. photographs.  -Compare the lives of famous historical figures and explore significant events from the time period that they lived. | -Use some appropriate vocabulary (everyday terms) relating to the passing of time  -Use some of the different ways the past is represented to gather information  -Changes within living memory | -Use simple vocabulary associated with the past and to describe the passing of time.  -Order historical events within a period of history and remember important dates from the past.  -Describe similarities and differences between their own life and lives in the past.  -Develop a wider understanding of a time period from a range of sources.  -Ask and answer questions about the past from sources e.g. photographs. |  | - Use simple vocabulary associated with the past and to describe the passing of time.  -Order historical events within a period of history and remember important dates from the past.  -Begin to understand cause and effect by considering the actions of an important historical figure.  -Develop a wider understanding of a time period from a range of sources.  -Ask and answer questions about the past from sources e.g. photographs. | -Describe similarities and differences between their own life and lives in the past.  -Compare the lives of famous historical figures and explore significant events from the time period that they lived. |
| Geography | -Describe a place using simple language  -Understand Geographical similarities and differences through studying the human and physical features.  -Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. | * Describe a place using simple language   -Understand Geographical similarities and differences through studying the human and physical features.  -Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. | -Identify seasonal and daily weather patterns in the UK.  -Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. | -Name and locate the world’s seven continents and five oceans.  Identify the north and south poles and consider the location of hot and cold places in the world.  -Use world maps, atlases and globes to identify the United Kingdom and its countries, countries of the world, continents and oceans.  --Devise simple maps and construct basic symbols in a key.  -Explore aerial photographs and plan perspectives to identify landmarks and basic human and physical features. | -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  -identify similarities and differences of the human and/or physical geography of a local place to that pf a contrasting place of a non-European country.  - Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop.  -Identify seasonal and daily weather patterns in the UK.  Describe how humans affect the local environment e.g. pollution and litter. |  |
| ICT | **Coding - Moving a Robot**  NCCE (6)  <https://drive.google.com/drive/folders/1QHPLZcrioPM51UM30wquesfjOBdG1z1C>.  **Health, Wellbeing and lifestyle**  **-**I can identify rules that help keep us safe and healthy in and beyond the home when using technology.  -I can give some simple examples of these rules | **Introduction to Animation**  Purple Mash Unit 1.4 Lego Builders (3)  Purple Mash Unit 1.5 Maze Explorers (4)  **Self-Image and Identity**  -I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.  -I can explain how this could be either in real life or online. | **Technology Around Us**  NCCE (6)  <https://drive.google.com/drive/folders/1f6lzebLIvTCNpIDSGywlopsdIaVi_QgG>  OR  Purple Mash Unit 1.9  **Online Relationships and Reputation**  -I can identify ways that I can put information on the internet.  -I can recognise some ways in which the internet can be used to communicate. | **Digital Painting**  NCCE (6)  <https://drive.google.com/drive/folders/1T17Tcrrgjhd8dDie6iKPcA6yUf0Hzmci>  Purple Mash Unit 2.6 (5)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Managing online information.**  **-** I can talk about how to use the internet as a way of finding information online  - I can identify devices I could use to access information on the internet. | **Digital Writing and Animation**  Purple Mash Unit 1.6 (5)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Privacy and security**  -I can give reasons why I should only share information with people I choose to and can trust. (Y1)  Cross curricular application in Topic/Science/English. | **Grouping Data**  NCCE (6)  <https://drive.google.com/drive/folders/1C_VNS0JUG1RZmaX6pQX48YgLLNHuuu7n>  OR  Purple Mash Unit 1.2 (6)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Copyright and ownership**  -I know that work I create belongs to me (Y1)  -I can name my work so that others know it belongs to me (Y1) |
| Music | * Sing a variety of songs and chant rhymes * Clap and tap rhythmic patterns * Create a range of different sounds   -How pulse, rhythm and pitch  work together. | * Sing and perform with others in a musical production/story * Follow instructions when singing with others   -How pulse, rhythm and pitch  work together. Singing and  rapping. | * Listen and respond to two different pieces of music; describe the mood of a piece.   - Playing/singing in different  styles and learning about  those styles. | * Use voice to sing songs with expressions * Compare voices and instrumental sounds: which sounds are similar/opposites   - Playing/singing in different  styles and learning about  those styles. | * Use terms louder and quieter to describe changes in a piece of music * Create a sequence of sounds * Create their own lyrics. | * Recognise simple structure of songs e.g. verse; chorus * Listen to and copy a very simple melodic pattern * Make choices about performance. * Use some language of music. |
| PE | **Multi – Skills**  -confident in finding space  - Begin to send and receive  - Copy basic movements of running, jumping and throwing  - begin to develop agility | **Gym/Dance**   * Begin to travel using basic actions and shape * To copy actions, shapes and balances * Begin to link actions together for simple sequencing | **Health Related Fitness**   * Improve the way they co-ordinate and control their bodies * Recognise changes in the body caused by exercise | **Team Games – 1nvasion Games**   * Send and receive with increased accuracy * To participate in a simple competitive invasion game | **Team Games – Striking and Fielding**   * To use equipment to send and receive with increasing accuracy * To participate in a simple competitive striking and fielding game | **Athletics**   * To recognise that exercise is good for you * To begin to develop running, jumping and throwing |
| Art | **Model dinosaur eggs, bones and footprints.**  -Handle and manipulate a range of rigid and malleable materials and describe how they feel.  -Use modelling materials such as clay to make 3d forms (real or imagined). | **Self Portraits**  -Begin to explore and record simple ideas or experiences in a sketchbook.  -Record and explore ideas from first hand observations.  - Use outline and tone to draw shapes., patterns and outlines. | **3d sculpture**  -Use line and tone to draw shapes, patterns and outlines.  -Handle and manipulate a range of rigid and malleable materials and describe how they feel.  -Use modelling materials such as clay to make 3d forms (real of imagined). | **Henry Moore inspired pictures.**  -Use line and tone to create pictures of animals.  -To begin toe explore the work of artists, craftspeople and designers from different times and cultures.  Pupils know how pencil lines can be used to crate effective sketches**.**  -Use line and tone to draw shapes, patterns and outlines.  -Use a variety of tools and techniques including different brush sizes, layering, mixing media and scraping through.  -Work on different scales.  -Identify primary colours by name.  -Mix primary shades and tones.  -Mix and match colours to artefacts and objects. | -Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.  -Experiment with a range of artistic techniques e.g. collage and printing.  -Build repeating patterns using colours, shapes and natural materials.  -Take a photograph of someone else or a scene.  -Use the zoom feature to capture detail.  --Begin to explore the work of artists, craftspeople and designers from different times, cultures, making links to their own work.  -Review what they have done and say what they think and feel about it.  -Identify what they might change in their current work or develop in future work. |  |
| DT | **Moving dinosaur models**  -Design purposeful, functional and appealing products for themselves and others users based on a design criteria.  -Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics. | **Models of their houses/room**  -Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups or digital representation.  -Select, explain and use a range of tools and equipment for practical tasks (for example; cutting, shaping, joining and finishing)  -Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.  **Favourite foods**  -Explore a broad range of food and food types beginning and simply prepare food for cooking i.e. peel, chop, grate. |  | -Explore and evaluate a range of existing products. |  | -Design purposeful, functional and appealing products for themselves and others users based on a design criteria.  -Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics. |
| RE | **1. Why have signs of belonging?** Introduce the idea of having signs of belonging to something. What are the signs of belonging? A cross, statue of Jesus and a local church. Signs of belong to Islam. Do the children identify themselves or belong to a faith? | **2. Why is Divali celebrated?** Look into the story of Rama and Sita. Who were Rama and Sita? What is Divali? Why is Christmas celebrated? Who was Jesus? Why is he still remembered today? Was he the prince of peace? The birth story of Jesus. How is Christmas celebrated? | **3. Why help others?** Reaching out to help others. Jesus and Zacchaeus. People who help us. Mum, Dad, brothers, sisters. Who can you help? Why reach out to help others? Should we just look out for ourselves? Jesus’ Golden Rule. | **4. Why is Easter celebrated?** Can life change into a new life? Create an Easter / Glorious new life table. Seed to grass, acorn to oak, bulb to daffodils, caterpillar to butterfly, egg to chicken. What happened in the last week of Jesus’ life? The Easter story, death and resurrection. | **5. Why are babies baptised?** Explore the children’s ideas about infant baptism. What does baptism mean? Why are babies baptised? Joining the Family of God. How are babies welcomed into Islam? Whispering the name of God, shaving the child’s head, honey on tongue. | **6. What is God like?** Share ideas about God. Explore the Christian idea of God as a good shepherd, a loving Father as in the Lost Sheep and the Prodigal Son. God forgive and seeks to find those who have gone astray. Is God revealed in Jesus? |
| French |  |  | Les Salutations  -Learn to repeat and reproduce the language I hear with accurate pronunciation.  -Be able to identify written versions of the words I hear.  -Consolidate letter formation skills by copying words in the foreign language from  a model.  -Start to understand that foreign languages can have different structures to English. | Nursery Rhymes  -Appreciate and actively participate in traditional short stories and fairy tales.  -Learn to repeat and reproduce the language I hear with accurate pronunciation.  -Consolidate letter formation skills by copying words in the foreign language from  a model. | Animals  -Learn to repeat and reproduce the language I hear with accurate pronunciation.  -Be able to identify written versions of the words I hear.  -Consolidate letter formation skills by copying words in the foreign language from a model.  -Start to understand that foreign languages can have different structures to English. | |