



Year 3	Autumn	Spring	Summer
<b>Learning project</b>	<b>Terrible Tudors or Terrific Tudors? Life for women, men and children in Nottinghamshire</b>	<b>Island Adventure Could you survive a natural disaster?</b>	<b>Where have all the Black Diamonds gone? The story of coal</b>
<b>Character strengths &amp; historical perspective</b>	Curiosity, kindness Social, political, cultural, religious & artistic	Courage, kindness	Perseverance, self-belief Economic, social & political
<b>Dilemma or scenario</b>	Children become historians and travel back in time to discover a woman thrown in a tower (Bess of Hardwick). Who is she? Why is she there? Should she be left to die in the tower? How could they save her?	Children live on an island where a natural disaster occurs. What do they do to survive? How does the island change? How will they help undo the damage? What is the environmental, social and economic impact?	Children discover a letter written in the past. They become the person addressed in the letter and they have to decide what to do? Who wrote the letter? What was their life like? What will happen if all the mines close?
<b>History</b>	A study of an aspect in British history that extends pupils' knowledge beyond 1066. What changes did the Tudors bring? How did this impact on different members of society? Why was Bess so important and unusual? Comparison of the lives of the rich and poor in Tudor times.	A brief study of a natural disaster in the past – the eruption of Vesuvius and its effect on the people of Pompeii.	A local history study: life in the mines in the past and the impact on where we live today. A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.
	<p><b>Pupils should also:</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>		

	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.		
<b>Geography</b>	<p>Revise the world's continents and oceans.</p> <p>Locate the world's countries on a map focusing on Europe, including the location of Russia.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Name and locate the counties and cities of the UK, and their key topological features including hills, mountains, coasts and rivers.</p> <p>Locate the Midlands.</p> <p>Locate important Tudor buildings in the Midlands, particularly Hardwick Hall and Nottingham Castle, building on pupils' prior knowledge of Robin Hood.</p> <p>Locate other important Tudor buildings in England.</p>	<p>Describe and understand key aspects of physical geography – volcanoes and earthquakes.</p> <p>Locate the world's countries on a map focusing on Europe, including the location of Russia, and their major cities.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Fieldwork: observe, record and present physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies. Include rocks in the local area (see science exemplification).</p> <p>Revise the four points of the compass and simple directional language.</p>	<p>Name and locate the counties and cities of the UK, geographical regions and land use patterns, and understand how some of these aspects have changed over time – link to mining in the UK. What are the physical characteristics left as a result of mining such as local pit tips often now nature reserves?</p> <p>Describe and understand key aspects of human geography - land use, economic activity and the distribution of natural mineral resources - coal.</p> <p>Locate countries which still mine for coal. Fieldwork – observe, record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies, linking to local pit tips.</p>
<b>Science</b>	Animals, including humans	Plants Rocks	Light Forces and Magnets
<b>Art</b>	Drawing Painting	Printing	Sculpture and 3D work Textiles
<b>DT</b>	Food Textiles	Structures Electrical Systems	Mechanisms
<b>Computing</b>	Coding & computational thinking – 2Code Internet & email – internet safety	Spreadsheets – 2Calculate Writing & presenting – touch typing 2Type Internet & email including safety – 2Email, 2Connect, 2DIY	Databases & graphing Branching databases – 2Question Graphing – 2Graph Communication & networks – Simulations 2Publish, 2Simulate

<b>Music</b>	<p>Music is taught by a specialist provider. Where appropriate links are made to learning projects. Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
<b>PE</b>	<p>PE is taught by a specialist provider for at least one session a week. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Year 4	Autumn	Spring	Summer
Learning project	<b>Ciao Bella Italia! An Italian Study</b>	<b>Raiders from the North The Viking and Anglo-Saxon struggle for England</b>	<b>Invaders from the South The Roman Empire and its Impact on Britain</b>
Character strengths & historical perspective	Curiosity, courage and kindness Scientific, technical, cultural and artistic	Perseverance, self-belief and courage Military, political, economic and religious	Perseverance and kindness Military, political, economic, cultural and religious
Dilemma or scenario	Pupils become tour operators and advise customers who want a holiday to Italy. They want to go somewhere different to where they live now, and they give a list of requirements. The pupils are given a region of Italy to research, compare and contrast with a region in England.	Pupils become young Vikings on the longboat sailing for England. What happens when they get there? What do they discover? Where do they settle? How do they get on with the Anglo Saxons? The law	Pupils have been commissioned by a museum to examine a Roman box and its contents. They study the artefacts and try to piece together what they are and who they belonged to. Why was the box buried? Why are some of the objects so ordinary? Why did no one come back and reclaim it?
History	The lives of famous Italians - Galileo (English link - Starry Messenger and I, Galileo)	Focus on Viking raids and resistance by Alfred the Great, further raids and the creation of the Danelaw in the Midlands, and payment of the Danegeld. Describe how this led to the creation of Anglo-Saxon laws and justice.	Link back to prior learning on present day Italy. Focus on the successful invasion and conquest by Claudius and British resistance by Boudicca. Identify the impact of the Romans today in language, maths, technology such as road building, baths and heating, and on art, culture and beliefs.
Geography	Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) Describe and understand the key aspects of physical geography – climate zones,	Identify the position and significance of latitude and longitude, the Equator, the northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich Meridian and time zones, incl. day and night. Use the 8 points of a compass, four figure grid references, symbols and key to (ordnance survey maps) to build their knowledge of the UK and wider world. Where did the Vikings come from?	Locate countries of the world and major cities using maps to focus on Europe (including the location of Russia) Name and locate countries and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers) Identify where in Britain there is evidence of Roman invasion. Locate Roman sites and Roman remains around Britain.

	rivers, mountains, volcanoes, earthquakes. Compare and contrast land use. Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology. Include rocks in the local area (see science exemplification)	Look at the regions of England and compare to Viking and Anglo-Saxon times. Identify the Danelaw regions including those in the Midlands.	Identify the position and significance of latitude and longitude, the Equator, the northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich Meridian and time zones, incl. day and night. Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology.
<b>Science</b>	Sound States of matter	Electricity	Living things and their habitats Animals including humans
<b>Art</b>	Drawing Painting	Printing	Sculpture and 3D work Textiles
<b>DT</b>	Food	Mechanical Systems Electrical Systems	Structures Textiles
<b>Computing</b>	Coding & computational thinking – 2Code Internet & email – internet safety	Spreadsheets – 2Calculate Writing & presenting for different audiences – 2Email, 2Connect, 2DIY Coding & computational thinking - Logo	Art & design animation – 2Animate Internet & email effective searching – Browser Communication & networks – Hardware Investigators Writing & presenting – PowerPoint presentation
<b>Music</b>	Music is taught by a specialist provider. Where appropriate links are made to learning projects. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		
<b>PE</b>	PE is taught by a specialist provider for at least one session a week. Pupils should be taught to:		

	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Year 5	Autumn	Spring	Summer
<b>Learning project</b>	<b>The Golden Age of Islam</b> <b>Why should we learn about the early Islamic civilisations?</b>	<b>Save Our Blue Planet!</b> <b>Do the needs of humans count more than those of the planet and its ecosystems?</b>	<b>Ancient Greece</b> <b>Where everyone's voice counts..... or does it?</b>
<b>Character strengths &amp; historical perspective</b>	Curiosity and kindness Cultural, artistic, economic, political and religious	Perseverance, courage and kindness	Curiosity, self-belief, justice, courage Political, scientific, cultural, artistic and religious
<b>Dilemma or scenario</b>	Pupils are researchers in the Great Library of Baghdad. They are searching for new stories for Scheherazade to tell the King each night to keep her alive.	Pupils time travel into the future and face a different world. They learn how human impact has destroyed the ecosystems in the ocean. Can they go back to the present and persuade humans to change?	You are a modern researcher trying to find the lost city of Atlantis. What evidence might there be? Where do you start your search? How can we know if Plato was telling the truth?
<b>History</b>	A non-European society that provides contrasts with British history – early Islamic civilization, a study of Baghdad c AD900. Recognise the key achievements of the golden age of Islam in maths, science, astronomy and art. Learn about the importance of Baghdad as a city at the centre of the great trade routes and as a place of culture, learning and art.		A study of Greek life and achievements and their influence on the western world – the creation of democracy, Greek thinkers, the structure of the Ancient Olympics and the Spartan way of life. Investigate historical sources using the myth of the lost city of Atlantis.
<b>Geography</b>	Economic activity in the past. Locate the world's continents and countries, using maps to focus on Europe, including the location of Russia, concentrating on their environmental regions, key human and physical characteristics, countries and major cities. Identify trade routes during the Golden Age of Islam. Identify the position and significance of latitude and longitude, the Equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic	Name and locate the countries and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use. Locate the world's continents and countries and major cities, using maps. Describe the distribution of natural resources including energy and link to renewable energy. Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps,	Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordnance survey maps) to build their knowledge of the UK and the wider world. Locate the world's countries and continents and major cities, using maps. Identify the position and significance of latitude and longitude, the Equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich Meridian and time zones incl. night and day.

	and Antarctic circle, Greenwich Meridian and time zones incl. night and day. Use the 8 points of a compass, four and six-figure grid references, symbols and key to (ordnance survey maps) to build their knowledge of the UK and wider world.	plans and graphs and digital technology. What evidence can we see of our own impact locally?	Describe and understand key aspects of human geography and types of settlement and land use, economic activity including trade links and the distribution of natural resources.
<b>Science</b>	Earth and space	Living things and their habitats Animals including humans	Properties and changes of materials Forces
<b>Art</b>	Drawing Painting Early Islamic art	Printing Recycled art Hokusai's wave Andy Goldsworthy temporary art	Sculpture and 3D Textiles Observational drawings and paintings of Greek pots Drawings of human figures in sports poses (using wooden art figure as starting points)
<b>DT</b>	Electrical Systems	Textiles Mechanical Systems	Structures Food
<b>Computing</b>	Coding & computational thinking – 2Code Internet & email – internet safety	Spreadsheets – 2Calculate Databases & graphing – 2Question, 2Investigate Art & design Game Creator – 2DIY Art & design 3D modelling Writing & presenting Concept maps – 2Connect Writing & presenting Word processing with Microsoft Word	Art & design animation – 2Animate Internet & email effective searching – Browser Communication & networks – Hardware Investigators Writing & presenting – PowerPoint presentation
<b>Music</b>	Music is taught by a specialist provider. Where appropriate links are made to learning projects. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		

	Develop an understanding of the history of music.
<b>PE including swimming and water safety</b>	<p>PE is taught by a specialist provider for at least one session a week. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and water safety -</p> <p>In particular, pupils should be taught to</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>
<b>Modern Foreign Languages - Spanish</b>	<p>Pupils should be taught to:</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>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>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>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their 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>

Year 6	Autumn	Spring	Summer
<b>Learning project</b>	<p><b>Ancient Egypt</b></p> <p>What were the ancient Egyptians beliefs about death and what happens beyond?</p>	<p><b>Stone Age</b></p>	<p><b>Hola Mexico - Land of Mountains, Deserts and Silver</b></p> <p>With so many natural resources, why is there so much poverty?</p>
<b>Character strengths &amp; historical perspective</b>	<p>Curiosity and courage</p> <p>Cultural, artistic, scientific, technological, religious and economic</p>	<p>Curiosity and kindness</p> <p>Technological, cultural and religious</p>	<p>Perseverance and self-belief</p> <p>Technological, cultural and artistic</p>
<b>Dilemma</b>	<p>You are part of Howard Carter’s team of archeologists as the treasures of Tutankhamen’s tomb are revealed. What is his curse? Should the sun king be left in the pyramid undisturbed?</p>	<p>You are the boss of a Stone Age building site. How are you going to move so many giant stones when the only transport you have are oxen and wooden logs and your tools are made of wood, stone and rope? And it all has to be ready for the great festival on Midsummer’s Day.....</p>	<p>You live in a mountain village in Mexico and one day you find a silver nugget in the ground. Follow the journey of this precious metal from deep under the earth to the jewellery shops of Taxco.</p>
<b>History</b>	<p>The <b>achievements</b> of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one aspect including Egyptian dynasties and beliefs, the importance of the Nile, the great pyramids and the afterlife, and the discovery of Tutankhamen’s tomb. English – Secrets of a Sun King by Emma Carroll.</p>	<p>Changes in Britain from the Stone age to the Iron age</p> <p>Tribal kingdoms – hunter-gathering, early farming, art and culture in early society. How do we know about prehistoric life when no one wrote anything down? Similarities and differences between the three ages – what have archaeologists discovered? What is still evident today? A study of Stonehenge.</p>	<p>Pupils should devise historically valid questions about change, similarity and difference, and connections over time by researching the history of the mines of Real del Monte and their connection with the tin miners of Cornwall.</p>
<b>Geography</b>	<p>Describe and understand key aspects of physical geography – focussing on rivers and the water cycle (see science and history incl. The importance of the Nile). Identify the position and significance of latitude and longitude equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and</p>	<p>Describe and understand the key aspects of human geography – types of settlement and land use, economic activity including trade links and the distribution of natural resources.</p> <p>Locate Neolithic sites and locations around Britain and the world, focussing on Scara Brae.</p>	<p>Understand geographical similarities and differences through a study of the human and physical geography of a region within North America.</p> <p>Name and locate the world’s countries and continents, using maps to focus on Europe including Russia and North and South America concentrating on their</p>

	<p>Antarctic circle, Greenwich Meridian and time zones incl. day and night.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordnance survey maps) to build their knowledge of the UK and the wider world.</p> <p>Describe and understand the key aspects of human geography: types of settlement and land use, economic activity including trade links and the distribution of natural resources linked to Ancient Egypt and the River Nile.</p>	<p>Observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordnance survey maps) to build their knowledge of the UK and the wider world.</p> <p>Name and locate the world's countries and continents, using maps to focus on Europe including Russia and North and South America concentrating on their environmental regions, key physical and human characterises, countries and major cities.</p>	<p>environmental regions, key physical and human characterises, countries and major cities.</p> <p>Describe and understand key aspects of their physical geography including climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle, and human geography including types of settlement and land use, economic activity and trade links, and the distribution of natural resources - energy, food, minerals and water.</p> <p>Identify the position and significance of latitude and longitude equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, Greenwich Meridian and time zones incl. day and night.</p>
<b>Science</b>	<p>Electricity</p> <p>Light</p>	<p>Living things and their habitats</p> <p>Animals including humans</p>	<p>Evolution and inheritance</p>
<b>Art</b>	<p>Drawing</p> <p>Painting</p> <p>Egyptian hieroglyphs, Canopic jars, drawings on papyrus</p>	<p>Printing</p> <p>Sculpture and 3D</p> <p>Cave paintings</p>	<p>Textiles</p> <p>Mexican artist – Frida Kahlo</p> <p>Observational drawings of Mexican artefacts and textiles - weaving</p>
<b>DT</b>	<p>Electrical Systems</p>	<p>Mechanical Systems</p> <p>Structures</p>	<p>Food</p> <p>Textiles</p>
<b>Computing</b>	<p>Coding &amp; computational thinking – 2Code</p> <p>Internet &amp; email – internet safety</p> <p>Spreadsheets – 2Calculate</p>	<p>Blogging – 2Blog</p> <p>Coding &amp; computational thinking – 2Code, 2Connect</p> <p>Communication &amp; networks – Networks</p> <p>Blogging – Quizzing 2Quiz, 2Investigate, 2DIY, Text Toolkit</p>	<p>Coding &amp; computational thinking Binary – 2Code</p> <p>Spreadsheets – Excel (optional)</p>
<b>Music</b>	<p>Music is taught by a specialist provider. Where appropriate links are made to learning projects. Pupils should be taught to:</p>		

	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
<b>Music</b>	<p>Music is taught by a specialist provider. Where appropriate links are made to learning projects. Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
<b>Modern Foreign Language - Spanish</b>	<p>Pupils should be taught to:</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>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>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>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their 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>

