

Year 3 Overview 2022-2023

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>The Tin Forest <u>Prior Learning (Year 2)</u> Children have learnt how to use a range of sentence types including statements, questions, exclamations and commands.</p> <p><u>Knowledge</u> The children will develop their understanding of how rubbish could be sifted and sorted, and even recycled into something new. They will learn what devices to include in a persuasive information leaflet to encourage others to protect an area in the local environment.</p> <p><u>Skills</u> Create expanded noun phrases. Use a variety of past and future tense verb forms. Use paragraphs to group material.</p> <p><u>Key vocabulary (new vocab in bold)</u> Question, statement, common, exclamation, persuasive, simple past, present perfect, alliteration</p> <p>In Year 4 children will discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>The Heart and the Bottle (Links to PSHE - Me and My Relationships) <u>Prior Learning (Year 2)</u></p> | <p>Leon and The Place Between <u>Prior Learning (Year 2)</u> The children have learnt how to use expanded noun phrases and adverbs to make their writing more interesting for the reader.</p> <p><u>Knowledge</u> Children will explore the idea of wonder and magic. They will learn that a fronted adverb is when an adverbial word or phrase is used at the start of a sentence. They will also learn a range of synonyms for 'said' and will</p> <p><u>Skills</u> Use speech marks around spoken words. Use synonyms in their writing.</p> <p><u>Key vocabulary (new vocab in bold)</u> Fronted adverbs, speech marks, synonyms, expanded noun phrase</p> <p>In Year 4 the children will learn how to use modifying adjectives, nouns and prepositions in expanded noun phrases.</p> <p>The BFG <u>Prior Learning (Year 2)</u> Children have learnt how to identify word classes such as nouns, verbs, adjectives and adverbs.</p> | <p>The First Drawings (Links with The Stone Age and Rocks) <u>Prior Learning (Year 2)</u> Children have learnt to spell by learning the possessive apostrophe.</p> <p><u>Knowledge</u> Children will learn about life as a cave boy in the Stone Age. They will write a recount of the story. They will develop their knowledge of prepositions and increase their English terminology including, concrete and abstract nouns and modal verbs.</p> <p><u>Skills</u> Children will be able to infer meaning from illustrations and make connections and comparisons within the text. Order events of a recount correctly. Use prepositions</p> <p><u>Key vocabulary (new vocab in bold)</u> Stone Age</p> <p>In Year 4 the children will develop this to learn verb inflections.</p> <p>The Tear Thief <u>Prior Learning (Year 2)</u> Children have learnt to use because and as to create a subordinate clause.</p> | <p>Cinderella of the Nile (BAME) <u>Prior Learning (Year 2)</u> Children have made comparisons between traditional fairytales and other versions.</p> <p><u>Knowledge</u> Children will explore different themes within the text and will make links with the story of Cinderella.</p> <p><u>Skills</u> Children will be able to plan a story using adverbs and adverbial phrases and will produce a twisted version of a traditional fairytale.</p> <p><u>Key vocabulary (new vocab in bold)</u> Fairytale, fable, metaphor, simile, noun phrase, adverbial</p> <p>In Year 4 the children will continue to develop their ability to proof-read for spellings punctuation errors as well as evaluating and editing their work.</p> <p>Flotsam <u>Prior Learning (Year 2)</u> Children will continue to write narratives, creating settings, characters and plot.</p> <p><u>Knowledge</u> Children will explore the genres of 'fantasy' and</p> | <p>Escape from Pompeii (Links to Extreme Earth and 'Earth Shattering Events') <u>Prior Learning (Year 2)</u> The children have learnt how to use verbs to describe.</p> <p><u>Knowledge</u> The children will learn the features of a newspaper article and will apply this knowledge to produce their own article.</p> <p><u>Skills</u> Children will extend their descriptive writing skills by using noun phrases. Children will also edit their work for clarity.</p> <p><u>Key vocabulary (new vocab in bold)</u> Possession, vivid description</p> <p>In Year 4 children will continue to draft and write non-narrative material.</p> <p>The Last Garden (BAME) <u>Prior Learning (Year 2)</u> Children have written instructions using imperative verbs.</p> <p><u>Knowledge</u></p> | <p>Jim, A Cautionary Tale <u>Prior Learning (Year 2)</u> Children can recognise alternative pronunciation of known graphemes and alternative spellings of known phonemes.</p> <p><u>Knowledge</u> Children will use their understanding of rhyming words allowing them to identify cohesion within rhyming couplets. Children will explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales.</p> <p><u>Skills</u> Children will be able to create pairs of rhyming couplets and vary the order sentences, before planning a cautionary tale in detail.</p> <p><u>Key vocabulary (new vocab in bold)</u> Rhyme, rhyming couplet, syllable</p> <p>In Year 4 children will compose and rehearse sentences orally, progressively building a varied and rich vocabulary.</p> <p>The Day I Swapped my Dad for two Goldfish <u>Prior Learning (Year 2)</u> Children have learnt to write multi-clause sentences using because as a conjunction.</p> |

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| | <p>Children have learnt to ask questions, make predictions and develop inference about a story through its setting.</p> <p><u>Knowledge</u> Children will learn to add prefixes to root words to create opposite meanings, spell words containing -ness suffix and sequence their work using conjunctions.</p> <p><u>Skills</u> Children will write character descriptions using a range of descriptive vocabulary. They will pose questions to make predictions about the text and then create their own stories where a dilemma occurs and there is an emotional response.</p> <p><u>Key vocabulary (new vocab in bold)</u> Prefix, suffix, conjunctions, adjectives</p> <p>In Year 4 children will assess the effectiveness of their own and others' writing and suggesting improvements.</p> | <p><u>Knowledge</u> The children will learn that a simile describes something by comparing it to something else, using like or as.</p> <p><u>Skills</u> Children will learn how to summarise the key events in a narrative and will be able to sequence their own narrative. They will also be able to infer how a character is feeling and use adjectives to describe a character.</p> <p><u>Key vocabulary (new vocab in bold)</u> Simile, fronted adverb, narrative, synonym, noun phrases</p> <p>In Year 4 the children will develop their use of planning using simple organisational devices.</p> | <p><u>Knowledge</u> Children will learn how to identify, spell and use verbs in their root, progressive and past forms. They will learn that a metaphor compares something directly to something else.</p> <p><u>Skills</u> The children will use a range of different grammatical forms of sentence to create an information/ persuasive poster and letter. They will be able to distinguish the difference between a simile and metaphor.</p> <p><u>Key vocabulary (new vocab in bold)</u> Simile, metaphor, progressive, past</p> | <p>'realistic' and will identify the features of both.</p> <p><u>Skills</u> Children will create their own version of a story, planning characters, settings and plot. They will use many grammatical elements they have learnt throughout the year and put them together to create their mystery story.</p> <p><u>Key vocabulary (new vocab in bold)</u> In Year 4 the children will begin to consider the audience and purpose when writing narratives.</p> | <p>Children will focus on the issues of conflict and migration through their study of this book. They will go on to write in a range of genres, building toward writing their own version of this narrative about a community overcoming adversity.</p> <p><u>Skills</u> Children will use the present perfect. Use conjunctions to sequence instructions.</p> <p><u>Key vocabulary (new vocab in bold)</u> In Year 4 children will propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> | <p><u>Knowledge</u> The children will build upon previously learnt features and conventions of written dialogue and use of speech marks, which they will draw upon to write their own missing scenes from the book.</p> <p><u>Skills</u> Children will read and discuss the story, identifying the different characters and their voices by using dramatised reading.</p> <p><u>Key vocabulary (new vocab in bold)</u> In Year 4 children will indicate possession by using the possessive apostrophe with plural nouns</p> |
| Maths | <p>Place Value</p> <p><u>Prior Learning (Year 2)</u> The children have learnt about the place value of 2-digit numbers,</p> <p>Children will learn to recognise the place value of each digit in a 3-digit number and will be able to compare and order numbers up to 1000. They will identify, represent and estimate numbers using different</p> | <p>Addition and Subtraction</p> <p><u>Prior learning (year 2)</u> Children can recognise the inverse relationship between addition and subtraction.</p> <p>Children will continue to develop their understanding of addition and subtraction of 3-digit numbers, allowing them to check their answers and estimate. They will learn how</p> | <p>Multiplication and Division</p> <p><u>Prior learning (year 2)</u> The children have learnt their 2, 5 and 10 times tables.</p> <p>Children will build on their understanding of the relationship between multiplication and division, and will start to write and calculate mathematical statements for multiplication</p> | <p>Fractions</p> <p><u>Prior learning (year 2)</u> The children will recap the idea that fractions are part of a whole and their understanding of 1/3, 1/4, 2/4, 3/4.</p> <p>Children will build on their knowledge of fractions from Year 2 to learn about tenths and continuing to work out fractions of amounts.</p> | <p>Fractions</p> <p><u>Prior learning (year 2)</u> Children are able to recognize and find 1/3, 1/4, 2/4, 3/4.</p> <p>Children will start to learn about equivalent fractions, comparing fractions and problem solving using addition and subtraction of fractions.</p> | <p>Shape</p> <p><u>Prior learning (year 2)</u> The children have learnt some of the properties of 2D and 3D shapes and have used these to describe them.</p> <p>Children will develop their understanding of 2D and 3D shapes further and will recognise angles as a property of shape or a description of a turn.</p> |

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| <p>representations, such as a number line. They will learn how to read and write numbers up to 1,000 in numerals and in words and solve number problems and practical problems.</p> <p>Key vocabulary (new vocab in bold) Hundreds, tens, ones, represent, estimate,</p> <p>In Year 4 the children will develop their understanding of 4-digit numbers.</p> <p>Addition and Subtraction <u>Prior learning (year 2)</u> The children have learnt how to add and subtract 2 digit numbers.</p> <p>Children will learn how to add and subtract numbers mentally, including, a three-digit number and 1s, a three-digit number and 10s and a three-digit number and 100s. They will also learn how to add and subtract numbers with up to 3 digits, using formal written methods such as column addition and subtraction.</p> <p>Key vocabulary (new vocab in bold) Addition, add, sum, altogether, subtraction, take away, difference between, column addition, column subtraction, estimate, inverse</p> <p>In Year 4 the children will apply the column method when adding</p> | <p>to solve missing number problems.</p> <p>Key vocabulary (new vocab in bold) Addition, add, sum, altogether, subtraction, take away, difference between, column addition, column subtraction, estimate, inverse</p> <p>In Year 4, children will move onto addition and subtraction of 4-digit numbers and will continue to check and estimate. They will use their increased understanding to approach 2 step problems.</p> <p>Multiplication and Division <u>Prior learning (year 2)</u> The children have learnt their 2, 5 and 10 times tables.</p> <p>The children will revise the 2, 5 and 10 times tables and how to multiply and divide using a 1-digit number and 2-digit number. The children will continue to develop their understanding of multiplication and division and its relationship to addition and subtraction. In Year 3 they will focus on the 3, 4 and 8 times tables and will use this understanding to help them to problem solve.</p> <p>Key vocabulary (new vocab in bold) Multiplication, multiply, lots of, times, repeated addition, array, division, divided by, grouping, sharing, remainder</p> | <p>and division using the multiplication tables that they know. They will also begin to use the term remainders.</p> <p>Key vocabulary (new vocab in bold) Multiplication, multiply, lots of, times, repeated addition, array, division, divided by, grouping, sharing, remainder</p> <p>In Year 4 children will develop their knowledge of formal written methods.</p> <p>Length and Perimeter <u>Prior learning (year 2)</u> The children have learnt the units of measure for length and how to measure using a ruler and meter stick.</p> <p>Children will be taught to measure, compare, add and subtract length. They will be introduced to the concept of perimeter and will measure the perimeter of simple 2-D shapes.</p> <p>Key vocabulary (new vocab in bold) Length, cm, mm, m, centimeters, millimeters, meters, convert, units, perimeter</p> <p>In Year 4 children will measure and calculate the perimeter of a rectilinear figure in centimeters and meters.</p> | <p>Key vocabulary (new vocab in bold) Equal parts, unequal parts, part, whole, half, quarter, third, unit fractions, non-unit fractions, tenth, decimal, equivalent, compare, order</p> <p>Next year the children will begin to count in hundredths and add and subtract fractions with the same denominator.</p> <p>Mass and Capacity <u>Prior learning (year 1)</u> Children can describe mass/wight using the terms heavier than/lighter than.</p> <p>Children will learn to measure mass, temperature and capacity to the nearest unit using scales, thermometers and measuring vessels. The children will be taught how to measure, compare, add and subtract mass, volume and capacity.</p> <p>Key vocabulary (new vocab in bold) Mass, capacity, volume, scales, temperate, vessel, thermometers, measure, compare</p> <p>In Year 4 children will convert between different units of measure.</p> | <p>In Year 4 children will explore the relationship between fractions and decimals.</p> <p>Money <u>Prior learning (year 2)</u> The children will recap the value of coins and how to combine them to make different amounts.</p> <p>They will learn to add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Key vocabulary (new vocab in bold) Pounds, pence, convert, change</p> <p>In Year 4 the children will begin to estimate, compare, and calculate using pounds and pence.</p> <p>Time <u>Prior learning (year 2)</u> The children will continue to tell the time using o'clock, half past, quarter to and quarter past and 5 minute intervals.</p> <p>They will further their understanding by learning how to tell the time to the nearest minute. They will also learn to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. They will</p> | <p>Key vocabulary (new vocab in bold) Shape, pattern, turns, angles, right angles, horizontal, vertical, parallel, perpendicular</p> <p>In Year 4 children will identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</p> <p>Statistics <u>Prior learning (year 2)</u> The children will recap the topic of statistics and how they can record and interpret data in pictograms, tally charts, tables and block diagrams.</p> <p>Children will be able to interpret and present data using bar charts, pictograms and tables. They will also learn how to solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p> <p>Key vocabulary (new vocab in bold) Count, tally, tally chart, pictogram, bar chart, information, data</p> <p>In Year 4 children will learn to interpret and present discrete and continuous data using appropriate graphical methods</p> |
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| | and subtracting 4-digit numbers. | In Year 4 children will continue to learn their times tables up to 12x. | | | estimate and read time with increasing accuracy to the nearest minute and record and compare time. <u>Key vocabulary (new vocab in bold)</u> Time, seconds, minutes, hours, o'clock, half past, quarter past, quarter to, minutes past, minutes to, am , pm , morning, afternoon, midnight In Year 4 children will learn to read, write and convert time between analogue and digital 12 and 24 hour clocks. | |
| Science | <p>Light <u>Prior Learning (Year 2)</u> The children have learnt about materials and their properties which will support them with the new topic of light.</p> <p><u>Knowledge</u> Children will learn about different sources of light, and that we need light to see. They will notice that light is reflected from surfaces and will be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests.</p> <p><u>Key vocabulary (new vocab in bold)</u></p> | <p>Animals including Humans <u>Prior Learning (Year 2)</u> The children will continue to learn about the basic needs of animals.</p> <p><u>Knowledge</u> Children will learn that they need the right types and amount of nutrition, and that they cannot make their own food. They will learn that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><u>Skills</u> Use straightforward scientific evidence to answer questions or to support his/her findings. Ask relevant questions and use different types of scientific enquires to answer them.</p> | <p>Rocks (Links to the Stone Age and 'The First Drawing text') <u>Prior Learning (Year 2)</u> The children will use their knowledge of materials and their properties to support them with the topic of rocks.</p> <p><u>Knowledge</u> They will learn about different types of rocks and will be able to group and compare them based on their appearance and simple physical properties. They will learn how fossils are formed and what soil is made of.</p> <p><u>Skills</u> Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p><u>Key vocabulary (new vocab in bold)</u> Appearance, physical Properties, hard/soft</p> | <p>Forces and Magnets <u>Prior Learning (Year 2)</u> The children have learnt that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Knowledge</u> Children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls.</p> <p><u>Skills</u> Make systematic and careful observations, using simple equipment. With prompting, suggest conclusions from enquiries. Suggest how findings could be reported Suggest possible</p> | <p>Plants (Links to 'The Last Garden' text) <u>Prior Learning (Year 2)</u> The children have learnt about the basic needs of plants and what they need to grow and stay healthy.</p> <p><u>Knowledge</u> Children will develop their learning from KS1 and learn about the different parts and functions of a plant, how water travels through a plant and what different plants need to grow.</p> <p><u>Skills</u> Make systematic and careful observations, using simple equipment.</p> <p><u>Key vocabulary (new vocab in bold)</u> Common, wild plants, garden plants, deciduous,</p> | <p>Diet and hygiene <u>Prior Learning (Year 2)</u> The children have learnt about the importance of exercise and nutrition.</p> <p><u>Knowledge</u> Children will learn about the importance of looking after their teeth, appropriate portions for a balanced and healthy diet and how to stay safe in the sun.</p> <p><u>Skills</u> Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p>In Year 4 the children will build on their knowledge of the body to understand the basic functions of the digestive system and identify different types of teeth.</p> |

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| | <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</p> <p>In Year 4 children will apply their understanding of light to help them learn about electricity.</p> | <p><u>Key vocabulary (new vocab in bold)</u></p> <p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints.</p> <p>In Year 4 children will learn to describe the simple functions of the basic parts of the digestive system in humans.</p> | <p>shiny/dull, rough/smooth absorbent/not absorbent fossils, sedimentary, metamorphic, igneous, rock, soils, organic matter buildings, gravestones grains, crystals.</p> <p>In Year 4 children will apply their learning to understand different states of matter.</p> | <p>improvements or further questions to investigate.</p> <p><u>Key vocabulary (new vocab in bold)</u></p> <p>Force, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South.</p> | <p>pollination, dispersal, formation, nutrients, flowering</p> <p>In Year 4 the children will explore environmental impacts on living things and build on their ability to group and classify.</p> | |
| Geography | <p>Rainforests (Links to 'The Tin Forest' text)</p> <p><u>Prior learning (year 2)</u> The children have learnt about and compared different hot and cold climates around the world in relation to the North and South poles and the equator (Year 2)</p> <p><u>Knowledge</u> Children will learn the layers of the rainforest and its animal inhabitants. Children will know how forests in the UK and Rainforest are similar and different. Children will know about different conservation issues.</p> <p><u>Skills</u> Ask and answer searching geographical questions Be able to identify similarities and differences of places Expressing opinions about issues Use a range of sources for research purposes Observation and identification of geographical features of a forest</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Canopy, tropical, shrub layer, deforestation, emergent, inhabitants, equator, Tropic of Capricorn, Tropic of Cancer, eco system, understory, forest floor, habitat, conservation</p> <p>In Year 4, the children will go on to explore weather patterns around the world and explore how people affect the environment.</p> | <p>The UK</p> <p><u>Prior learning (year 2)</u> The children learnt about the 4 countries in the UK, their capital cities and the surrounding seas and ocean.</p> <p><u>Knowledge</u> Children will know about more cities in the UK including their physical features such as mountains, rivers and seas. They will know how the UK has changed over time</p> <p><u>Skills</u> Use maps and atlases to locate places and features Using relevant geographical language Use a range of sources for research purposes Be able to identify similarities and differences between places</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>Topographical, physical feature, river, mountain, sea,</p> | | <p>Extreme Earth (Links to 'Escape From Pompeii' and 'Earth Shattering Events' texts)</p> <p><u>Prior learning (year 1)</u> The children learnt common weather conditions in year 1.</p> <p><u>Knowledge</u> The children will learn about the destructive powers of nature. They will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p> <p><u>Skills</u> Asking and responding to geographical questions using how and why. Use a range of sources for research purposes</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> | <p>Land Use</p> <p><u>Prior learning (year 2)</u> The children developed their map drawing skills to include symbols and keys and used simple compass directions.</p> <p><u>Knowledge</u> Children will explore how land is used in the UK and Europe. and use maps and grids to research and show their findings. The children will explore the features of OS maps and be introduced to and begin to use 4 figure grid references.</p> <p><u>Skills</u> They will develop their geographical vocabulary Make detailed fieldwork sketches and use fieldwork instruments</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>Cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office, meander, flood plain, location, industry,</p> | |

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| | | city, In the year 4, the children will continue to study the UK and describe human features of the regions, cities and counties. They will also identify where countries are in Europe. | | Volcano, earthquake, tsunami. Tornado, natural phenomena In Year 4 the children will ask and respond to geographical questions. | transport, settlement, water cycle, urban, rural In year 4, the children will explore the features of OS maps and using 6 figure grid references. |
| History | | <p>The Stone Age (Links to 'The First Drawing' text and Rocks) <u>Prior learning (year 2)</u> The children learnt to describe events beyond living memory that are significant, such as The Great Fire of London.</p> <p><u>Knowledge</u> Children will know about what life was like in the Stone Age. They will find out about Stone Age tools, houses, animals and the significance of Skara Brae.</p> <p><u>Skills</u> use of historical language and questioning, developing intrigue, and encouraging curiosity Use a range of common words and phrases relating to the passing of time</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Neolithic, mammoth, tools, cave painting, fur pelt, spear, flint stone</p> <p>In Year 4 the children will begin to place historical periods in chronological order and use historic terms related to different periods in history.</p> | | | |
| Computing | <p>Online Safety (PSHE link)</p> <p><u>Prior learning (Year 2)</u> The children have learnt about the importance of keeping personal information safe online.</p> <p><u>Knowledge</u> They will build on their</p> | <p>Digital Literacy - Word Processing</p> <p><u>Prior learning (Year 1)</u> The children have learnt to recognize common uses of information technology in the home and school</p> <p><u>Knowledge</u> The children will learn to recognise familiar forms of</p> | <p>Coding - Sequences</p> <p><u>Prior learning (Year 2)</u> The children have learnt what an algorithm is and have started to make simple programs.</p> <p><u>Knowledge</u> Children will develop their understanding of how</p> | <p>Networking - Connecting Computers</p> <p><u>Knowledge</u> Children will be introduced to the new topic of Networks. They will begin to learn about the concept of networks and how these enable the sharing of data and information. They will develop their</p> | <p>Digital Literacy - Net Searching</p> <p><u>Prior learning (Year 2)</u> The children have practiced basic processes on the laptops in school.</p> <p><u>Knowledge</u> Children will learn how different programs can be</p> |

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| | <p>understanding of passwords and how to ensure they are safe and secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable behaviour online.</p> <p><u>Skills</u> Children will continue to develop their ability to stay safe online and to report anything that makes them feel uncomfortable to a trusted adult.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Safe, unsafe, personal, private</p> <p>In Year 4 the children will continue to use technology respectfully, knowing where to get help and support if they are concerned.</p> | <p>input and output devices. They will know how to open, close and edit a word document, as well as knowing how to use copy and paste.</p> <p><u>Skills</u> The children will practise their typing skills as well as their ability to use a mouse efficiently. They will use the internet to search for content Copy and paste pictures/text into a document.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Microsoft word, input, output, text, type, copy, paste, cursor</p> <p>In Year 4 the children will continue to develop their ability to format documents.</p> | <p>algorithms work and how they can be programmed and debugged.</p> <p><u>Skills</u> Design, write and debug their own programs, using logical reasoning to explain simple algorithms. Develop their ability to use logical reasoning to explain how and why certain algorithms work and others do not.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Programme, algorithm, debug, command, sequence, code</p> <p>In Year 4 the children will continue to develop their ability to use logical reasoning to detect and correct errors.</p> | <p>understanding of the internet and how it works as a large network of computers.</p> <p><u>Skills</u> Follow simple processes, design a digital device</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Network, connect, connections, internet, sharing, devices,</p> <p>In Year 4 the children will build on their learning and explore servers and how they provide services to a network.</p> | <p>used for different purposes and will recognise that some sources are more reliable than others.</p> <p><u>Skills</u> Children will develop their use of different programs Use simple search technologies to research different topics.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Search, search engine, internet, results, reliable, unreliable</p> <p>In Year 4 the children will learn about how search engines work and how results are selected and ranked.</p> | |
| PE | <p>OAA <u>Prior learning (year 2)</u> The children learnt to work cooperatively with a partner and a small group.</p> <p><u>Knowledge</u> Children will learn to problem solve through a range of challenges. They learn to be inclusive of others and work collaboratively to overcome challenges. They will learn to orientate a map, identify key symbols, and follow routes.</p> <p><u>Skills</u> Develop map reading skills</p> | <p>Fitness <u>Prior learning (year 2)</u> Children have learnt to perform actions with increased control when coordinating their body with and without equipment.</p> <p><u>Knowledge</u> The children will learn how to improve in different physical activities and learn to evaluate and recognise their own success.</p> <p><u>Skills</u> Coordinate their bodies with increased consistency</p> | <p>Yoga <u>Prior learning (year 2)</u> Children have learnt to demonstrate increased control in performing pose.</p> <p><u>Knowledge</u> Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body.</p> <p><u>Skills</u> Develop their ability to stay still and keep focus</p> | <p>Invasion games: Football <u>Prior learning (year 2)</u> Children have learnt to send and receive with increased control.</p> <p><u>Knowledge</u> Children will learn what is meant by dribbling, attacking, defending and space. and will explore this by abiding by the rules of a game of football.</p> <p><u>Skills</u> Developing movement skills to lose a defender Explore shooting actions</p> | <p>Invasion Games: Netball <u>Prior learning (year 2)</u> Children have learnt to perform actions with increased control when coordinating their body with and without equipment.</p> <p><u>Knowledge</u> Children will learn how to use running, jumping, throwing and catching in isolation and in combination. They will learn the key rules of netball including footwork, held</p> | <p>Athletics <u>Prior learning (year 2)</u> Children learnt to perform jumping, hopping and skipping actions.</p> <p><u>Knowledge</u> Children will learn the difference between jump, hop and leap and how their stamina can help to sustain prolonged effort.</p> <p><u>Skills</u> Develop the sprinting technique and apply it to relay events. Develop technique when jumping for distance in a range of</p> |

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| <p>Listen to and accept others ideas Plan and implement strategies to solve problems.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Orientate, control, course, symbol</p> <p>In Year 4 the children will plan independently and in small groups, implementing a strategy with increased success.</p> <p>Fundamentals <u>Prior learning (year 2)</u> Children have learnt to balance when changing direction and show different speeds when running.</p> <p><u>Knowledge</u> Children will learn how to change direction quickly and how the body moves at different speeds. They will understand the importance of warming up.</p> <p><u>Skills</u> Link jumping and hopping actions Jump and turn a skipping rope Demonstrate balance</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Distance, technique, accelerate, decelerate, control, momentum, co-ordination, pace, stability In Year 4 children will learn to demonstrate when and how to accelerate and decelerate.</p> | <p>Balance when changing direction Develop printing technique Build strength in different muscle groups</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Fitness, balance, agility, co-ordination, speed, pace, control, muscle, strength, steady, progress, stamina</p> <p>In Year 4 children will explore increased speed when coordinating their bodies.</p> <p>Gymnastics <u>Prior learning (year 2)</u> Children learnt to explore using shape in different gymnastic balances.</p> <p><u>Knowledge</u> Children will learn the difference between point and patch balances and transition smoothly into and out of them. They will also learn how to perform straight, barrel, and forward roll and stepping into shape jumps with control.</p> <p><u>Skills</u> Explore point and patch balances and transition smoothly into and out of them. Develop the straight, barrel, and forward roll Develop stepping into shape jumps with control.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Strength, balance, distance, accurately, control</p> | <p>Demonstrate increased control when in poses and explore control in paired poses</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Strength, perform, flexibility, link, technique</p> <p>In Year 4 children will demonstrate increased extension in their poses.</p> <p>Dance <u>Prior learning (year 2)</u> Children have learnt to structure sequences of movements and actions in different ways to improve performance.</p> <p><u>Knowledge</u> Children will develop an understanding of formation.</p> <p><u>Skills</u> Use dynamics effectively to express an idea Use directions to transition between directions Create actions in response to a stimulus Use dance terminology when giving feedback.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Perform, match, flow, explore, feedback, create, feedback, expression</p> <p>In Year 4 the children will develop their ability to comment on the skills and techniques used by others and use this to improve performance.</p> | <p>Track opponents to limit their scoring opportunities Develop moving with a ball towards goal with some control</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Travelling, opponent, opposition, receiver, tracking, possession, dribbling</p> <p>In Year 4 the children will develop their decision making around when to pass and shoot.</p> <p>Net/Racket games – Tennis <u>Prior learning (year 2)</u> Children have learnt how to perform an accurate underarm throw over a net to a partner.</p> <p><u>Knowledge</u> Children will learn the difference between a forehand and backhand and will know how to score a point in a game of tennis. They will learn the key principles behind tennis, such as attacking and defending.</p> <p><u>Skills</u> Serve using an underarm serve Rallying with a forehand</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ready position, racket, track, rally, control, return, opponent</p> | <p>ball, contact and obstruction.</p> <p><u>Skills</u> Explore sending and receiving the ball Abiding by the rules of the game Developing movement skills to lose a defender. Explore shooting actions Track opponents to limit their scoring opportunities Develop moving with a ball towards goal with some control</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Footwork, pivot, opponent, opposition, receiver, interception, rebound, contact, mark, attack, defence, pass</p> <p>In Year 4 the children will develop their throwing, catching, defending and attacking skills.</p> <p>Field/striking games: Cricket <u>Prior learning (year 2)</u> Children have learnt to catch with two hands with coordination and technique.</p> <p><u>Knowledge</u> Children will learn what is meant by bowled out, stumped out, caught out and run out and how these can cause a player to be out of a game of cricket.</p> <p><u>Skills</u></p> | <p>approaches and take off positions. Explore the technique for a pull throw</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Speed, power, strength, accurately, higher, pace, control, further, faster</p> <p>In Year 4 they will explore power and technique when throwing for distance in a pull and heave throw.</p> |
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| | | In Year 4 children will develop strength in bridge and shoulder stand. | | In Year 4 children will begin to use appropriate footwork patterns to move around the court. | <p>Begin to strike a bowled ball using different equipment Use overarm and underarm throwing in a game situation</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Runs, strike, fielding, stance, retrieve, stumped, wicket, batting, bowl</p> <p>In year 4 children will develop batting technique consistent with the rules of the game.</p> | |
| Art/DT | <p>Drawing and Painting <u>Prior learning (year 2)</u> Children can describe the differences and similarities between different practices and disciplines.</p> <p><u>Knowledge</u> Children will learn and explore a variety of shading techniques and will begin to show an awareness of form. They will learn about the artist Carravagio and explore the differences and similarities within his work.</p> <p><u>Skills</u> They will use hatching, cross hatching and stippling to shade. Mix a range of colours, shades and tints incl tertiary) and know which primary colours make secondary colours.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> | | <p>Sculpture and 3D work <u>Prior learning (year 2)</u> Children have learnt about surrealist art and the work of Picasso.</p> <p><u>Knowledge</u> They will learn about the artist Henry Moore and how models/sculptures can be made using different materials such as wood, papier-mache, recycled materials.</p> <p><u>Skills</u> Children will learn how to join clay adequately and work reasonably independently. They will construct a simple clay base for extending and modelling other shapes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Sculpt, modelling, carving, clay</p> | | <p>Printing and Collage <u>Prior learning (year 2)</u> Children have used a range of materials creatively to design and make products.</p> <p><u>Knowledge</u> Children will learn a range of with a range of collage techniques such as tearing, layering and overlapping. They will learn about the work of Andy Warhol.</p> <p><u>Skills</u> Children will explore pattern and shape, creating designs for printing. They will print using a variety of materials and objects.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Tearing, layering, overlapping, pop art,</p> | |

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| | <p>Texture, shading, tone, warm colours, cold colours, hatching, cross hatching, stippling</p> <p>In Year 4 children will learn about different shades of colour and proportions in artwork.</p> | | In Year 4 children will explore working practices of artists, architects and designers | | In Year 4 the children will learn the technique of marbling. | |
| Design Technology | | <p>Food and Nutrition</p> <p><u>Prior learning (year 2)</u> Children understand the need for a variety of food in a diet.</p> <p><u>Knowledge</u> Children will learn about the different food groups and how bread is made.</p> <p><u>Skills</u> They will begin to prepare and combine ingredients and use techniques such as mixing, spreading, kneading and baking.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Balanced diet, spread, knead, bake</p> <p>In Year 4 the children will learn about a balanced diet and why this is important for healthy bodies.</p> | | <p>Textiles</p> <p><u>Prior learning (year 2)</u> Children have learnt how to join fabrics together using a running stitch.</p> <p><u>Knowledge</u> Children will learn about cross stitch and how to create one. They will also learn how to plan and design a product for a given purpose.</p> <p><u>Skills</u> Children will continue to develop their sewing skills by using different types of stitch, including cross-stitch.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Planning, purpose, function, evaluate, cross stitch</p> <p>In Year 4 children will develop their ability to work collaboratively on a creative task.</p> | | <p>Mechanisms</p> <p><u>Prior learning (year 2)</u> The children will learn how to evaluate a product and explore some basic mechanisms, beginning to think about how to create them themselves.</p> <p><u>Knowledge</u> Children will develop their understanding of mechanical systems. They will understand how mechanical systems such as levers and linkages create movement.</p> <p><u>Skills</u> Children will follow instructions on how to make different types of lever and linkage mechanisms. They will use this experience and information to draw on when developing their own ideas.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Design, analyse, levers, linkage</p> <p>In Year 4 children will use electrical systems in products.</p> |
| Music | <p>Glockenspiel</p> <p><u>Prior learning (year 2)</u></p> | | Three Little Birds by Bob Marley | | <p>Singing</p> <p><u>Prior learning (year 2)</u></p> | |

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| | <p>Children have listened with concentration and understanding to a range of music.</p> <p><u>Knowledge</u></p> <p>Children will learn to recognise and use written notation, including crochets and rests.</p> <p><u>Skills</u></p> <p>Children will develop their ability to play the glockenspiel. They will listen to and follow musical instruction.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p>In Year 4 children will develop their recognition and use of written notation to begin to read some simple scales.</p> | | <p><u>Prior learning (year 2)</u></p> <p>Children have used musical terminology such as pulse, rhythm and pitch to describe the music they hear.</p> <p><u>Knowledge</u></p> <p>Children will be introduced to the music of Bob Marley and the Reggae genre.</p> <p><u>Skills</u></p> <p>Sing, play, improvise and compose</p> <p>Listening and appraising other Reggae songs.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>Introduction, verse, chorus, , backing vocals, pulse, rhythm, pitch, tempo, dynamics, compose, improvise, hook, riff, melody, reggae</p> <p>In Year 4 the children will develop their understanding of formal, written notation which includes minims and quavers.</p> | | <p>Children have learnt to sing a song in two parts.</p> <p><u>Knowledge</u></p> <p>Children will learn the importance of warming up their voices.</p> <p><u>Skills</u></p> <p>The children will learn how to sing a variety of different songs and perform some in front of others.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>pitch, rhythm, timing, sing, volume, solo, ensemble</p> <p>In Year 4 the children will learn about what a choir is and how they are structured.</p> | |
| PSHE | <p>Me and My Relationships</p> <p><u>Prior learning (year 2)</u></p> <p>Children have learnt about different emotions and can discuss times when they have felt these emotions.</p> <p><u>Knowledge</u></p> <p>They will talk about special pets and how it might feel losing a pet, as well as falling out with friends and solving problems.</p> | <p>Valuing Differences</p> <p><u>Prior learning (year 2)</u></p> <p>Children have thought about what makes them special and can recognise when someone is being left out.</p> <p><u>Knowledge</u></p> <p>Children will learn what diversity is and will be able to give examples of different community groups.</p> | <p>Keeping Myself Safe</p> <p><u>Prior learning (year 2)</u></p> <p>Children can give examples of safe and unsafe secrets and can think of someone who can help in these situations.</p> <p><u>Knowledge</u></p> <p>They will learn the difference between a danger and a risk, how to make a situation less risky or not risky at all and who to talk to if they feel</p> | <p>Rights and Responsibilities</p> <p><u>Prior learning (year 2)</u></p> <p>Children will recap the different rights and responsibilities that they have.</p> <p><u>Knowledge</u></p> <p>Children will learn what a volunteer is and why they choose to volunteer. They will learn and understand the</p> | <p>Being my Best</p> <p><u>Prior learning (year 2)</u></p> <p>Children can name different parts of their body and can explain how they can keep healthy.</p> <p><u>Knowledge</u></p> <p>Children will learn what is meant by a 'balanced diet' and how the Eatwell Guided plate benefits the body. They will learn how</p> | <p>Growing and Changing</p> <p><u>Prior learning (year 2)</u></p> <p>Children will continue to learn about how their bodies will change as they get older.</p> <p><u>Knowledge</u></p> <p>Children will learn what is meant by 'personal space' and the difference between a safe and unsafe secret. They will learn what happens to a woman's body when the egg isn't fertilised.</p> |

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| | <p><u>Skills</u> Children will learn how to accept the views of others and understand that we don't always agree with each other.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Friends, friendships, challenges, opinions, relationships</p> <p>In Year 4 the children will continue to explore feelings and when feelings changes as well as the idea of pressure.</p> | <p><u>Skills</u> Children will be able to identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Respect, diversity, tolerance, differences, community, community groups, diverse</p> <p>In Year 4 the children will look into the idea of a stereotype.</p> | <p>unsafe. They will learn how to keep their personal details safe online. They will also learn why medicines can be helpful or harmful.</p> <p><u>Skills</u> Children will identify risks and dangers. Identify why medicines can be helpful but also dangerous.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Danger, risk, drugs, alcohol, nicotine, medicines, personal information</p> <p>In Year 4 children will continue to identify dangers and risks and how to keep themselves safe.</p> | <p>terms 'income', 'saving' and 'spending' and that there are times we can buy items we want and times when we need to save for items.</p> <p><u>Skills</u> Children will be able to suggest ways that they can help the people who help them and how they can do this.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Volunteers, responsible, fact, opinion, income, saving, spending</p> <p>In Year 4 the children will learn how their rights and responsibilities change as they grow up.</p> | <p>infectious illnesses are spread from one person to another and some of the major internal body parts.</p> <p><u>Skills</u> Children will develop skills in discussion and debating an issue. They will be able to explain and give an example of a skill or talent that they've developed.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Eatwell Guide, balanced diet, infectious, illness, heart, blood, lungs, stomach, small and large intestines, liver, brain, achievements, discussion, debate</p> <p>In Year 4 they will continue to look at what makes them special and how they can achieve their goals.</p> | <p><u>Skills</u> Children will be able to identify when it is and isn't appropriate to let someone into their personal space. They will also be able to recognise how different surprises and secrets might make them feel.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Relationship, personal space, body space, appropriate, inappropriate, secret, surprise, puberty, menstruation</p> <p>In Year 4 children will continue to learn how their body will change.</p> |
| RE | | <p>Christians/Hindus/Non-religious people</p> <p><u>Prior learning (year 2)</u> Children have learnt how and why we celebrate significant times.</p> <p><u>Knowledge</u> Children will learn how festivals and family life show what matters to Hindus.</p> <p><u>Skills</u> Children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views.</p> | | <p>Christians</p> <p><u>Prior learning (year 2)</u> Children will recap how and why we celebrate Easter.</p> <p><u>Knowledge</u> The children will learn about the 'Trinity' and why is it important for Christians. They will also explore why Christians call the day Jesus died 'Good Friday'.</p> <p><u>Skills</u> Children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views.</p> | | <p>Christians/Jews/Muslims</p> <p><u>Prior learning (year 2)</u> Children have learnt what stories inspire Christian, Muslim and Jewish people.</p> <p><u>Knowledge</u> Children will learn how festivals and family life show what matters to Jewish people and Muslims.</p> <p><u>Skills</u> Children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views.</p> |

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| | | <p>Make comparisons between religions</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Christians, church, Hindu, shrine, Muslim, mosque</p> <p>In Year 4 children will learn how faith is expressed in different communities and traditions.</p> | | <p>Make comparisons between religions</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Easter, Easter story, Jesus, Good Friday, Last Supper, prayer, Trinity, cross, resurrection</p> <p>In Year 4 the children will learn about the impact of Pentecost.</p> | | <p>Make comparisons between religions</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Judaism, Jewish, rabbi, Torah, Star of David, Hannukah synagogue, Passover, Muslim, Islam, Qur'an, Mecca, hijab, mosque</p> <p>In Year 4 children will explore how and why people try to make the world a better place.</p> |
| French | <p>Classroom commands, Basic greetings, numbers, days of the week, months on the year</p> <p><u>Knowledge</u> Children will learn classroom commands, basic greetings, numbers 0-31 and numbers in 10's 0-100. They will also learn the days of the week and months on the year.</p> <p><u>Skills</u> Show understanding of a range of familiar spoken phrases and listen to and attempt to repeat particular phonemes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Écoutez, répétez, silence, regardez, levez-vous, asseyez-vous, et, Bonjour, au revoir, salut, je m'appelle..., et toi?, ça va?, ça va bien, comme ci comme ça ça va très bien ,comme ci ,comme ça , ça va mal, pas mal, merci, quel âge as-tu?</p> | | <p>Colours, pets, preferences, conjunctions</p> <p><u>Knowledge</u> Children will learn colours, pets, preferences, conjunctions in French.</p> <p><u>Skills</u> Children will ask and answer simple questions and Use mostly accurate pronunciation. Recognise some familiar words and phrases in written form.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit,</p> | | <p>Family and family tree, clothes</p> <p><u>Knowledge</u> Children will learn how to talk about their family and clothes they wear. They will combine the year's learning through an oral/written presentation.</p> <p><u>Skills</u> Children will recognise the main word classes and understand that nouns will have different genders. They will begin to recognize when conjunctions are used.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Un/le/mon père, beau-père, frère, beau-frère, demi-frère, grand-père, oncle, cousin, une/la/ma mère, belle-mère, soeur, belle-soeur, demi-soeur, grand-mère, tante, cousine, petit/petite, grand/grande, j'ai..., il/elle s'appelle, il/elle a....Dans ma famille, qui est dans ta famille? (intro of plural 's?'), un tee-shirt,</p> | |

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| | <p>J'ai sept/huit ans, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p>In Year 4 the children will continue to develop their oral, auditory and written skills in French.</p> | | <p>vingt-neuf, trente, trente-et-un, quelle est la date de ton/son anniversaire?, mon/son anniversaire est le..., lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, aujourd'hui, la date est..., noir, gris, blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet,</p> <p>Le bras, la jambe, la main, le ventre, le pied, le dos, la tête, l'épaule, le doigt, le genou, les yeux, un chat, un cheval, un chien, un hamster, un lapin, un oiseau, (une souris), un serpent, un poisson, (une tortue), Tu as un animal?, j'ai..., grand, petit, et toi?, qui s'appelle..., j'aime, je n'aime pas, et, mais</p> <p>In Year 4 the children will learn the French words for many body parts and how to describe them using adjectives.</p> | | <p>une chemise, un pull, un pantalon, un short, une robe, une jupe, des chaussettes, des chaussures, un costume, noir, gris, blanc, rose, marron, rouge, orange, jaune, vert, bleu, violet (intro feminine/plural forms of colours), je/il/elle porte..., Qu'est-ce que tu portes?/qu'est-ce qu'il/elle porte? J'aime..., je n'aime pas..., et, mais, aussi,</p> <p>In Year 4 the children will learn the French words for different breakfast foods.</p> | |
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