

## Year Four Yearly Overview 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b><u>Varmints</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children will recap word classes and use these to create setting descriptions. They will also revisit writing in the first person to retell the story from the main character's point of view.</p> <p><b><u>Knowledge</u></b> The children will learn about how fiction and non-fiction texts can be linked and how stories can be used to express a message.</p> <p><b><u>Skills</u></b> The children will continue to organise their writing using paragraphs. They will also use headings and sub-headings in non-fiction writing. The children will develop their use of commas to allow them to clarify meaning and avoid ambiguity</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> fiction, non-fiction, paragraphs, organise, ideas, themes, heading, sub-heading, commas, <b>point of view</b>, character, retell.</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, the children will build on this to use brackets, dashes or commas.</p>	<p><b><u>Tar Beach</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children have previously learnt how to punctuate direct speech and how to use adjectives and adverbs to describe characters.</p> <p><b><u>Knowledge</u></b> The children will begin to learn about themes in books and explore the theme of freedom in this text.</p> <p><b><u>Skills</u></b> The children will learn how to use possessive apostrophes for regular and irregular plurals. They will use the structure of the story to write their own version.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> <b>theme</b>, idea, possession, belong, possessive apostrophe, singular, plural, <b>regular plural</b>, irregular plural, <b>script</b>, <b>stage directions</b>.</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, the children will continue to develop their use of plurals to be used with increasing accuracy.</p>	<p><b><u>The Iron Man</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children will have previously developed their knowledge of using inference to think about what is happening in a text.</p> <p><b><u>Knowledge</u></b> Children will explore the devices of mystery and suspense. They will also learn about a range of different text-types including newspaper reports and poetry.</p> <p><b><u>Skills</u></b> Children will develop their ability to apply fronted adverbials as well as using expanded noun phrases. They will further explore punctuation for direct speech.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> <b>Suspense</b>, <b>mystery</b>, <b>expanded noun phrase</b>, fronted adverbial, direct speech, comma, formal language, similes, <b>empathise</b>, <b>imagery</b>, <b>clauses</b>, themes</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, children will continue to develop creative skills such as the use of suspense and imagery. They will also continue to explore direct and indirect speech and the appropriate punctuation.</p>	<p><b><u>Cinnamon</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children will have previously developed their knowledge of using inference to think about what is happening in a text.</p> <p><b><u>Knowledge</u></b> The children will develop their understanding of emotive language in a dairy entry. They will also learn about limericks and other forms of poetry.</p> <p><b><u>Skills</u></b> The children will learn how to use the first two or three letters of a word to check its spelling in a dictionary. They will use abstract nouns, adjectives and personification to express emotion, as well as using modifying adjectives, nouns and prepositions in expanded noun phrases.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> <b>emotive language</b>, emotion, diary entry, limerick, poetry, dictionary, abstract nouns, adjectives, <b>personification</b></p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, the children will continue to develop their use of inference to be able to infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b><u>The Lion and the Unicorn</u></b></p> <p><b><u>Prior Learning (Y3)</u></b></p> <p><b><u>Knowledge</u></b> Children will explore the themes and imagery of war and life during war in this text. They will learn about non-chronological reports as well as letters, diary entries and character and setting descriptions.</p> <p><b><u>Skills</u></b> Children will explore a range of grammatical concepts including using dialogue to create inference about a character, a variety of noun phrases to create description and will continue to practise the use of explained noun phrases and commas to separate clauses and fronted adverbials.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> War, WW2, evacuation, countryside, inference, expanded noun phrase, fronted adverbial, clauses, non-chronological, apostrophe, plural possession</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, the children will continue to develop their use of inference to be able to infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b><u>Weslandia</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children will have learnt how to create and use noun phrases and fronted adverbials.</p> <p><b><u>Knowledge</u></b> The children will learn about non-chronological reports and their features.</p> <p><b><u>Skills</u></b> The children will develop their ability to write a non-chronological report using literary devices they have previously learnt. They will develop their use of paragraphs to organise their writing. They will also develop their ability to make predictions about a text and continue to learn about verb inflections.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> <b>non-chronological report</b>, <b>paragraphs</b>, organise, prediction, noun phrases, fronted adverbials, relative clauses, pronoun, determiner, adjective, adverb, conjunction, personification</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5, they will then indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs.</p> <p><b><u>End of Year Production</u></b></p> <p><b><u>Prior Learning (Y3)</u></b> The children will have performed small pieces in front of their class as well as taking part in a Christmas animation that was produced and shared with parents.</p> <p><b><u>Knowledge</u></b> The children will develop their understanding of performance and what is required to make it a successful performance, considering the needs of the audience.</p> <p><b><u>Skills</u></b> The children will develop their spoken language and performance skills to perform to others, projecting their voices and express emotions using tone and body language.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> performance, audience, <b>projection</b>, express, emotion, tone, body language, facial expression, meaning.</p> <p><b><u>Future Learning (Y5)</u></b> In Year 5 the children will continue to develop their ability to show understanding through intonation, tone and volume.</p>

**Number: Place Value****Prior Learning (Y3)**

Children have learnt about the place value of numbers within 1000

The children will move on to use numbers to 10,000. They will represent and order numbers using a number line, including negative numbers and understand how to round to the nearest 10, 100 and 1000. Children will know how to count in 25s They will find and 1000 more or less. They will compare our place value system with the Roman additive system.

**Key Vocabulary (new vocab in bold)**

Tenths, hundredths, decimal (places), round (to nearest), thousand more/less than **negative integers**, **Roman numerals (I to C)**

**Future Learning (Y5)**

Children will learn about numbers to 1,000,000

**Number: Addition & Subtraction****Prior Learning (Y3)**

The children have learnt how to add and subtract numbers up to 3-digit numbers.

The children will go on to apply this with 1000s. Children will initially focus on securing their understanding of formal methods of addition and subtraction for 4 digit numbers. They will use estimation to predict and check their answers, including problems with more than one step.

**Key Vocabulary (new vocab in bold)**

Addition, add, more, sum, total, altogether, double, near double, half, halve, ten more/less, one hundred more/, subtract, take away, how many are left/left over? how many fewer is ... than ...? how much less is ...? difference, between, equals, the same as, number bonds/pairs/facts missing number tens boundary, hundreds boundary inverse

**Future Learning (Y5)**

In Year 5, this will then be used to enable the children to add and subtract larger numbers with 4 or more digits.

**Number: Addition & Subtraction Cont'd...**

(See Aut1 for details)

**Measurement: Area****Prior Learning (Y3)**

Children have learnt how to measure using rulers and measuring in cm, m.

Children will understand that area is the amount of space taken up by a 2D shape or surface and is measured in squares. They will measure and compare areas of rectilinear shapes and explore the most efficient method of counting squares.

**Key Vocabulary (new vocab in bold)**

**Area**, space, squares, measure, surface, rectilinear

**Future Learning (Y5)**

Children will learn to calculate and compare the area of rectangles using standard units, square centimetre and square metres and estimate the area of irregular shapes.

**Number: Multiplication and Division A****Prior Learning (Y3)**

The children have previously learnt their 2, 5, 10, 3, 4 and 8 times table.

The children will apply their multiplication and division skills to the secure the 6, 7, and 9 times table. They will understand how to multiply and divide by 10 and 100.

**Key Vocabulary (new vocab in bold)**

Multiplication, multiply multiplied by, multiple, **factor groups**, times, **product**, three times ... ten times, repeated addition, division, dividing, divide, divided by, remainder, grouping, sharing, share, share equally, array row, column multiplication fact, division fact, inverse

**Future Learning (Y5)**

Children will learn to identify multiples and factors.

**Number: Multiplication and Division B****Prior Learning (Y3 + Y4 Aut2)**

The children have previously learnt their times tables up to the 10 times table.

Children will apply their multiplication and division skills to secure the 11 and 12 times table. They will understand factor pairs and use efficient and written methods of multiplication to multiply and divide 2 and 3 digit numbers.

**Key Vocabulary (new vocab in bold)**

Multiplication, multiply multiplied by, multiple, **factor groups**, times, **product**, three times ... ten times, repeated addition, division, dividing, divide, divided by, remainder, grouping, sharing, share, share equally, array row, column multiplication fact, division fact, inverse

**Future Learning (Y5)**

Children will multiply numbers up to 4 digits by a one or two-digit number using a formal written method.

**Measure: length and Perimeter****Prior Learning (Y3)**

The children have learnt about equivalent measurements using cm and mm.They have also learnt how to calculate the perimeter.

The children will learn about m and km including how to add and subtract length. They will build on their understanding of how to measure perimeters and recognise how to measure the perimeter of a rectangle and rectilinear shapes, including using a grid.

**Key Vocabulary (new vocab in bold)**

Measure, accurately, length, width, height, perimeter, cm, mm, m,

**Future Learning (Y5)**

In Year 5, children will measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

**Number: Fractions****Prior Learning (Y3)**

The children have previously learnt about unit and non-unit fractions and the role of the numerator and denominator.

The children will learn to count in fractions, including tenths and recognise equivalent fractions and fractions greater than 1. They will add and subtract fractions and calculate fractions of a quantity.

**Key Vocabulary (new vocab in bold)**

Fraction, equivalent fraction, mixed number, numerator, denominator equal, part, equal grouping, equal sharing, parts of a whole, half, two halves, one of two equal parts, quarter, two quarters, three quarters, one of four equal parts, one third, two thirds one of three equal parts, **sixths**, **sevenths**, **eighths**, tenths ... hundredths

**Future Learning (Y5)**

Children will go on to multiply fractions, and will also recognise and use thousandths

**Number: Decimals A****Prior Learning (Y3)**

The children have previously learnt about tenths as decimals and fractions.

Children will learn about tenths and hundredths and see the relationships between 1/10 and 0.1. and 1/100 and 0.01. They will read and represent tenths and hundredths on a place value grid and number line and link to mm and cm. They will divide 1 and 2 digit numbers by 10 and 100.

**Key Vocabulary (new vocab in bold)**

decimal, decimal fraction, decimal point, decimal place, decimal equivalent **proportion**

**Future Learning (Y5)**

Children will solve problems involving number up to three decimal places.

**Number: Decimals B****Prior Learning (Y3)**

Children will have learnt their number bonds to 10 and 100

The children will learn how to write, compare, order and round decimals. Children will be able to write half, quarter and three quarters as decimals using their knowledge of equivalent fractions.

**Key Vocabulary (new vocab in bold)**

decimal, decimal fraction, decimal point, decimal place, decimal equivalent **proportion**

**Future Learning (Y5)**

Children will go on to learn about how percentages relate to 'number of parts per hundred'.

**Measure: Money****Prior Learning (Y3)**

The children have learnt how to estimate, convert into pounds and pence, and subtract money

Children will use decimal notation for money, in order to order money. They will estimate, compare and calculate using pounds and pence.

**Key Vocabulary (new vocab in bold)**

Pounds, pence, decimal, amount, change, order,

**Future Learning (Y5)**

Children will use their knowledge of money to solve problems using the four operations.

**Measure: Time****Prior Learning (Y3)**

The children have learnt how to tell the time to 5 and 1 minutes, and how to use a.m. and p.m and 24 clocks.

Children will learn how to convert between different units of time, including the 12 and 24hour clock.

**Key Vocabulary (new vocab in bold)**

time, clock, measure, hours, minutes, seconds, 12 hour clock, 24 hour clock, later, earlier,

**Future Learning (Y5)**

Children will use knowledge gained in Y4 to solve problems, involving converting between units of time.

**Geometry: Shape****Prior Learning (Y3)**

The children have learnt about right angles and parallel and perpendicular lines.

The children will learn how to classify different quadrilaterals and triangles. They will learn about acute and obtuse angles, ordering and comparing them, and they will develop their ability to identify lines of symmetry in 2-D shapes.

**Key Vocabulary (new vocab in bold)**

shape, pattern, flat, line curved, straight round, angle, acute, obtuse, degrees, polygon, quadrilateral, rhombus, **trapezium**, **parallelogram**, **scalene**, **isosceles**, right-angle triangle, symmetry, symmetrical.

**Future Learning (Y5)**

Children will distinguish between regular and irregular polygons based on reasoning about equal sides and angles

**Statistics****Prior Learning (Y3)**

The children have learnt to interpret and present data using bar charts, pictograms and tables.

The children will learn to interpret charts, solve comparison, sum and difference problems using discrete data with a range of scales and use their knowledge of sales to read and create their own graphs to represent continuous data.

**Key Vocabulary (new vocab in bold)**

count, tally, sort, vote survey, questionnaire, data graph, block graph, pictogram represent, group, set, list, table, chart, bar chart, **frequency**, table, **Carroll diagram**, Venn diagram label, title, **axis**, **axes** diagram, most popular, most common, least popular, least common

**Future Learning (Y5)**

Children will solve comparison, sum and difference problems using their knowledge of statistics so far.

**Geometry: Position and Direction****Prior Learning (Y3)**

The children have learnt how to use mathematical vocabulary to describe position, direction and movement.

The children will learn to describe positions on a grid using co-ordinates. They will also learn to describe movements between positions as translations.

**Key Vocabulary (new vocab in bold)**

position, direction, plot, x axis, y axis, **co-ordinates**, movement, **translations**

**Future Learning (Y5)**

Children will identify angles at a point and one whole turn. They will also identify, describe and represent the position of a shape following a reflections or translation.

**States of Matter**

**Prior Learning (Y2)**

In Y2, children built on their previous learning of everyday materials and their properties.

**Skills**

The children will compare and observe materials as they change, making predictions about what they think will happen.

**Knowledge**

The children will learn about the different states of matter; solids, liquids and gases. They will learn how they change and the processes of evaporation and condensation in the context of the water cycle.

**Key Vocabulary (new vocab in bold)**

**Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, water vapour, precipitation, oxygen, molecules.**

**Future Learning (Y5)**

In Y5, children will use the knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering and sieving.

**Electricity**

**Prior Learning (Y2)**

They will on the previous learning of everyday materials and their properties.

**Skills**

The children will learn how to connect a circuit and how to use a switch.

**Knowledge**

The children will learn how electricity flows through a circuit, that a switch can allow the current to flow and that some materials can be insulators and other conductors.

**Key Vocabulary (new vocab in bold)**

**Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, insulators, wood, rubber, plastic, glass, conductors, metal, water, switch, open, closed, sign.**

**Future Learning (Y5)**

Children will use their knowledge of conductors to compare and group materials in different ways, including those that have conductivity.

**Living things and their Habitats**

**Prior Learning (Y3)**

The children will have built on their understanding of basic needs for survival

**Skills**

The children will continue to develop their understanding of grouping and classifying to sort animals and living things in different ways. They will also be introduced to the classification key.

**Knowledge**

The children will learn how environmental changes can pose a danger to living things.

**Key Vocabulary (new vocab in bold)**

**Classification, change, danger, development, impact .**

**Future Learning (Y5)**

Children will learn about lifecycles of different animals and some of their reproduction processes.

**Animals Including Humans**

**Prior Learning (Y3)**

The children have learnt about different types of skeletons, and how muscles support the skeleton.

**Skills**

The children will learn how to draw a food chain. They will also develop their labelling skills

**Knowledge**

The children will learn about the simple functions of the basic parts of the digestive system and identify the different types of teeth in humans. They will also construct and interpret a variety of food chains, identifying producers, predators and prey

**Key Vocabulary (new vocab in bold)**

**Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore.**

**Future Learning (Y5)**

In Year 5, the children will describe how humans change as they grow into old age.

**Sound**

**Prior Learning (Y2)**

Children have learnt about their bodies and the five senses.

**Skills**

The children will develop their ability to set up simple and practical enquiries, recording their findings in different ways.

**Knowledge**

The children will learn how sounds are made, how they travel and get fainter the further away they are and the relationship between pitch and fluency.

**Key Vocabulary (new vocab in bold)**

Sound, **source, vibrate, vibration**, travel, pitch, volume, **faint**, loud.

**Future Learning (KS3)**

In KS3, children will learn about sound waves and develop their understanding of how they travel.

**Computing**

**E Safety**  
**Prior Learning (Y3)**  
The children have learnt how to be SMART online – Safe, Meet, Accept, Reliable, Tell.

**Knowledge**  
The children will continue to learn the importance of keeping themselves safe online and what to do if they need help online.

**Skills**  
The children will continue to develop their ability to keep themselves safe online and how to behave appropriately.

**Key Vocabulary (new vocab in bold)**  
Safe and unsafe behaviours, trusted, private, personal information, help, support, username, **icon, tag, geocache**, location

**Future Learning (year 5)**  
In Year 5, the children will learn about age appropriate content.

NB. The theme of E-safety will be embedded throughout the computing curriculum not just in this unit.

**Information Technology: Using computers**  
**Prior learning (Y3)**  
The children have learnt how to find, open and save their work.

**Knowledge**  
The children will know that they can use different programmes for different purposes.

**Skills**  
The children will continue to develop their ability to format documents including, copying and pasting images, changing text by font, size and colour, adding borders and changing backgrounds.

**Key vocabulary (new vocabulary in bold)**  
Open, close, save, format, font, text, copy, paste, image, **border, background**, right click, left click, **software**, programme

**Future Learning (year 5)**  
In Year 5, the children will continue to develop their independence when selecting and using different software.

**Computer Science: Coding**  
**Prior learning (year 3)**  
The children have learnt about algorithms, programming and debugging.

**Knowledge**  
The children will continue to develop their understanding of algorithms and how these are used to programme digital devices.

**Skills**  
The children will learn how to decompose (break down) programs into smaller parts and use logical reasoning to detect and correct errors.

**Key vocabulary (new vocabulary in bold)**  
Programme, **type, command, code snippet**, algorithm, **text-based language**, patterns, sequence, **repeat, loop, count-controlled loop**, debug

**Future Learning (year 5)**  
In Year 5, the children will then use this to explain increasingly complex algorithms to ensure efficiency.

**Digital Literacy: Net Searching (links to history and the reliability of sources)**  
**Prior learning (year 3)**  
The children have learnt how to search on the internet.

**Knowledge**  
The children will learn how to search on the internet and how results are ranked.

**Skills**  
The children will learn how to create more specific searches and begin to identify reliable sources online.

**Key vocabulary (new vocabulary in bold)**  
Search, **search engine**, internet, **rank/ranked, results, reliable, unreliable**.

**Future Learning (year 5)**  
In Year 5, they will then build on this to use filter to improve accuracy when searching.



**Computer Science: Networks**  
**Prior learning (year 3)**  
The children have learnt about input and output devices.

**Knowledge**  
The children will learn how networks need a server and how the server provides services to a network.

**Skills**  
The children will develop their ability to draw diagrams to represent networks and how these connect and work together

**Key vocabulary (new vocabulary in bold)**  
Network, connect, connections, internet, sharing, devices, **networked, World Wide Web, websites, web pages, store, upload, content**

**Future Learning (year 5)**  
In Year 5, the children will begin to use the internet to share and transfer data.

**Ancient Greece****Prior Learning (Y3)**

Pupils will have begun to explore the idea that different versions of the past may exist. They will have learnt about time periods further back in history – the stone age to the iron age as well as about the Ancient Egyptians.

**Knowledge**

Pupils will begin to understand the reliability of different historical sources and will know with increasing confidence that different versions of the past may exist and will also know why this may be. They will learn about key events and people within the Ancient Greek period and will know the impact that the Ancient Greeks have had on the modern world.

**Skills**

Pupils will learn to use a timeline with more accuracy and will explore intervals between time periods, the duration of time periods and the sequence in which events happen. They will continue to use primary and secondary sources to find out about the past and will ask a range of questions through the handling of evidence and sources.

**Key Vocabulary (new vocabulary in bold)**

Coins, monetary system, trade, wealth, impact, religion, beliefs, gods, goddesses, myths, myth origins, rituals, compare, contrast, entertainment, theatre, olympics, athletics, art, architecture, democracy, democratic rule, leadership, warfare, slavery, enslaved, interval, duration, sequence, CE, BCE, primary source, secondary source, observe, evidence, sources,

**Future Learning (Year 2)**

Pupils will learn about time periods more recent in history – namely Britain's settlement by Anglo-Saxons and Scots as well as the Vikings and their impacts on our country.

**The Roman Empire****Prior Learning (Y3)**

Pupils will have begun to explore the idea that different versions of the past may exist. They will have learnt about time periods further back in history – the stone age to the iron age as well as about the Ancient Egyptians.

**Knowledge**

Pupils will continue to explore the reliability of different historical sources and will know with increasing confidence that different versions of the past may exist. They will also continue to explore the possible reasons for why such different versions exist. Pupils will know that the Romans had a significant impact on Britain and will explore significant events and people from this time period.

**Skills**

Pupils will learn to use a timeline with more accuracy and will explore intervals between time periods, the duration of time periods and the sequence in which events happen. They will continue to use primary and secondary sources to find out about the past and will ask a range of questions through the handling of evidence and sources.

**Key Vocabulary (new vocabulary in bold)**

Coins, monetary system, occupation, empire, roads, trade, transport, goods, soldiers, Christianity, paganism, gladiators, chariot racing, slavery, enslaved, art, architecture, wealth, poverty, emperor, power, invasion, resistance, interval, culture, entertainment, religion, economy, duration, sequence, CE, BCE, primary source, secondary source, observe, evidence, sources,

**Future Learning (Year 2)**

Pupils will learn about time periods more recent in history – namely Britain's settlement by Anglo-Saxons and Scots as well as the Vikings and their impacts on our country.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geography</b></p>	<p><b>Map Skills</b></p> <p><b>Prior Learning (Y3)</b> In year 3, children have gained a confident understanding of cardinal directions and will have begun to explore projections.</p> <p><b>Knowledge</b> Pupils continue to expand their knowledge of projections and will learn about ordinal directions. They will revise their knowledge of maps and atlases and will begin to know what lines of latitude and longitude are. Pupils will also know that mapping can be digital.</p> <p><b>Skills</b> Pupils will learn the fundamental skills to use maps, globes and atlases effectively. They will also begin to explore some of the available functions on digital mapping platforms. Children will begin to apply their knowledge of lines of latitude and longitude in order to help them find places in the world.</p> <p><b>Key Vocabulary (new vocabulary in bold)</b> Revise, globes, digital mapping, Google Earth, search function, <b>gridlines, longitude, latitude, position</b>, countries, <b>measure distance</b>, scale, cm, km, similarities, differences, map projections (eg Mercator, <b>Gall-Peters</b>), <b>compare, world maps, centred</b>, cardinal directions, ordinal directions, N, NE, E, SE, S, SW, W, NW, digital mapping, Google Maps, topological maps, land</p> <p><b>Future Learning (Year 5)</b> Pupils will being to explore OS maps</p>	<p><b>Human and Physical Processes</b></p> <p><b>Prior Learning (Y3)</b> Children will have learnt about the key aspects of rivers and mountains.</p> <p><b>Knowledge</b> Children will know key aspects of the water cycle. They will also expand their knowledge of urban expansions and settlement types. Pupils will have a confident knowledge of what human processes are and what physical features and processes are too.</p> <p><b>Skills</b> Children will learn to make links between latitude and weather patterns. They will also learn to make links between urban expansions and population increases.</p> <p><b>Key Vocabulary (new vocabulary in bold)</b> <b>Water cycle, evaporation, (transpiration) condensation, precipitation, collection/accumulation, underground run-off, surface run-off</b></p> <p><b>Future Learning (Year 5)</b> Children will learn about earthquakes and volcanoes and how these can cause other natural disasters as well as impact the land around them.</p>	<p><b>Europe</b></p> <p><b>Prior Learning (Y3)</b> Pupils will have gained a detailed knowledge of places within the UK, including their human and physical features.</p> <p><b>Knowledge</b> Pupils will gain a knowledge of Europe and particular places in it. They will compare and contrast a place in Europe with previously studied locations and will be able to describe in detail the similarities and differences in them, including human and physical features and processes.</p> <p><b>Skills</b> Pupils will record data using statistical methods learnt in maths. They will create a map or plan that includes a detailed key. They will also learn to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Key Vocabulary (new vocabulary in bold)</b></p> <p><b>Future Learning (Year 5)</b> Pupils will learn about places within South America, including some of its major features. They will identify the human and physical features found within this continent.</p>			
	<p><b>RE</b></p>		<p><b>Sikhs: How is faith expressed in Sikh communities and traditions?</b></p> <p><b>Prior Learning (Y3)</b> The children have previously learnt that people believe in different religions and faiths.</p> <p><b>Knowledge</b> The children will be introduced to the Sikh faith and find out about how they celebrate their faith in day to day life and in important events and festivals.</p> <p><b>Skills</b>The children will continue to develop the respect they show to other faiths and religions.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Gurdwara, The Golden Temple, Guru Nanak, Gurus</b>, worship, <b>sahib, Nishan Sahib, Khanda</b>, shoe rack, head covering, <b>Guru Granth Sahib, langar</b></p> <p><b>Future Learning (Year 5)</b> In Year 5, the children will learn about how and why some people inspire others using examples from different religions, including Sikhism.</p>		<p><b>Christianity: What was the impact of Pentecost?</b></p> <p><b>Prior Learning (Y3)</b> The children have previously learnt about the Christian celebration of Easter.</p> <p><b>Knowledge</b> The children will continue to learn about Easter by developing their use of religious vocabulary to include Pentecost.</p> <p><b>Skills</b> The children will continue to develop the respect they show to other faiths and religions.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Christian, <b>Pentecost</b>, Easter Sunday, Holy Spirit, <b>Apostles</b>, followers, Jesus Christ, Jerusalem, <b>Feast of Weeks</b></p> <p><b>Future Learning (Year 5)</b> In Year 5, the children will continue to learn about Christianity including how Christians decide how to live, and what they believe Jesus did to ‘save’ people.</p>	

**Team Building****Prior Learning (Y3)**

The children will have been developing their balance and agility skills.

**Skills**

The children will develop their ability to run for speed using the correct stance as well as techniques to improve coordination, balance and agility.

**Knowledge**

The children will learn about the different areas of fitness; speed, stamina, strength, coordination, balance and agility.

**Key Vocabulary (new vocab in bold)**

Fitness, speed, **strength, balance, pace, steady, agility**, control, progress, coordination, muscle, **stamina**

**Future Learning (Y5)**

In Year 5, the children will continue to develop their fitness through a range of challenges.

**Fundamentals (PS)****Prior Learning (Y3)**

The children will develop their skills of balancing, running, jumping, hopping and skipping.

**Skills**

The children will develop their ability to change direction with control as well as exploring how to accelerate and decelerate when running.

**Knowledge**

The children will continue to learn how the body moves and how different techniques can affect the how the body moves.

**Key Vocabulary (new vocab in bold)**

Distance, control, pace, technique, **momentum, rhythm, accelerate**, coordination, tension, **decelerate**, stability, **transfer**

**Future Learning (Y5)**

In Year 5, the children will continue to develop these skills with more accuracy and stamina.

**Yoga****Prior Learning (Y3)**

In dance and gymnastics units the children have explore creating different shapes and balances with their bodies.

**Skills**

The children will develop their strength and balance as they learn a number of yoga poses. They will also begin to think about how to connect their mind and body in a mindful way.

**Knowledge**

The children will begin to develop and understanding of yoga and how it promotes mindfulness and body awareness.

**Key Vocabulary (new vocab in bold)**

Strength, perform, link, **flexibility**, mindfulness, try, **stable, grounded**, relax, control, **pose**, technique

**Future Learning (Y2)**

In Year 5, the children will make links between a balanced lifestyle and being happy, identifying ways to support their own well-being.

**Dance (PS)****Prior Learning (Y3)**

The children have previously learnt how to use movement to explore ideas, developing their confidence in performing. They have also thought about how to utilise feedback to improve their own work.

**Skills**

The children will develop their skills when working with others, offering ideas and feedback. They will also develop their ability to move in time to music and their sense of rhythm.

**Knowledge**

The children will explore how to use dance to create characters as well as learning about the lindy hop dance from the 1930s.

**Key Vocabulary (new vocab in bold)**

Space, action, levels, timing, **reaction**, performance, **dynamics, unison, represent**, expression

**Future Learning (Y5)**

In Year 5, the children will explore and improvise ideas for dances in different styles.

**Hockey****Prior Learning (Y3)**

The children will use their knowledge of tactics from other team sports and build on these.

**Skills**

The children will learn how to hold a hockey stick, dribble the ball, shoot and defend using their hockey stick.

**Knowledge**

The children will learn about the rules of hockey and the tactics and strategies that can be used when playing the game.

**Key Vocabulary (new vocab in bold)**

Dribble, **receiver**, attack, shoot, **interception, defence, opponent, trapping the ball**, mark, **opposition, obstruction, push pass**, grip, possession

**Future Learning (Y5)**

In Year 5, the children will develop their skills to pass the ball accurately whilst moving, using a variety of techniques to pass.

**Gymnastics – large equipment (PS)****Prior Learning (Y3)**

The children will build on the basic shapes they have learnt previously

**Skills**

The children will learn how to create pathways with travelling actions and how to use the apparatus, including the safety elements involved.

**Knowledge**

The children will develop their knowledge of gymnastics and the difference between travelling actions and shapes.

**Key Vocabulary (new vocab in bold)**

Technique, quality, sequence, perform, **rotation, extension**, apparatus, **inverted**, shape

**Future Learning (Y2)**

In Year 5, they will build on this to perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.

**Ball Skills****Prior Learning (Y3)**

The children have learnt different throwing techniques, including catching with one and two hands.

**Skills**

The children will develop accuracy and control when throwing, catching and dribbling with the feet, individually and in small group games.

**Knowledge**

The children will learn about different ball techniques and when they are most appropriately used.

**Key Vocabulary (new vocab in bold)**

**Track, overhead**, accurate, bounce, **receive**, persevere, **release, chest**, technique, consistency, select, control

**Future Learning (Y5)**

In Year 5, the children will continue to develop their ball skills in a range of games and context, increasing accuracy when throwing, catching, dribbling and kicking.

**Cricket (striking and fielding) (PS)****Prior Learning (Y3)**

The children will use their bowling and batting skills from rounders

**Skills**

The children will develop their skills to field effectively and how to hit a ball with a bat with increasing accuracy.

**Knowledge**

The children will learn about the game of cricket and the different positions that can be played, including batting, fielding, bowling and backstop/wicket keeper.

**Key Vocabulary (new vocab in bold)**

Runs, technique, **wicket keeper, strike**, retrieve, bowl, fielding, **stumped**, two-handed pick up, stance, **wicket**, short barrier, grip, batting, backstop

**Future Learning (Y5)**

In Year 5, they will use this to choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.

**Fitness****Prior Learning (Y3)**

Children will have learnt how agility, balance and co-ordination helps us with every-day tasks. They will have learnt that when completing strength activities, they need to be performed slowly and with control to keep them safe.

**Skills**

The children will show balance when changing direction at speed and will show control whilst completing activities that challenge balance. Children will explore increased speed when co-ordinating their bodies and will develop building strength in different muscle groups.

**Knowledge**

The children will know that keeping elbows bent when changing direction will help them to stay balance. They will understand which muscles to squeeze to help maintain balance in different activities and will know that a high knee drive, pumping arms and running on the balls of their feet will give them power.

**Key Vocabulary (new vocab in bold)**

Accelerate, agility, balance (**static balance, dynamic balance**), **co-ordination**, control, decelerate, direction, dynamic, muscle, **progress**, react, record, speed, **stamina, static**, strength, technique

**Future Learning (Y5)**

Pupils will learn that dynamic balances are harder than static balances as their centre of gravity changes. They will learn that people will have varying levels of co-ordination and that they can get better with practise.

**Athletics (PS)****Prior Learning (Y3)**

The children have begun to develop their basic running, jumping and throwing techniques.

**Skills**

The children will develop their awareness of speed and use previously learnt skills to help them achieve their greatest speed, distance and accuracy.

**Knowledge**

The children will learn about the importance of perseverance and determination when achieving their personal bests.

**Key Vocabulary (new vocab in bold)**

Stamina, speed, pace, determination, technique, perseverance, power accuracy, personal best, **officiate**

**Future Learning (Y5)**

In Year 5, the children will develop the consistency of their actions in a number of events, whilst confidently choosing appropriate techniques for specific events.

**Netball****Prior Learning (Y3)**

The children have begun to develop their throwing and catching skills as well as their use of strategy and tactics when playing team games.

**Skills**

The children will develop their throwing, catching, defending and attacking skills. They will also learn how to pass the ball in different ways.

**Knowledge**

The children will learn the rules of netball and the tactics and strategies that can be used when playing the game. The will learn about the key rules including footwork, held ball, contact and obstruction.

**Key Vocabulary (new vocab in bold)**

**Footwork, landing foot**, attack, **pivot, interception, defence, opponent, rebound**, contact, **opposition, obstruction, mark**, receiver, possession

**Future Learning (Y5)**

In Year 5, the children will use this to develop a broader range of techniques and skills for attacking and defending.

**Tennis (net and wall) (PS)****Prior Learning (Y3)**

The children have previously developed their ball skills so that they are able to throw and catch with increasing accuracy.

**Skills**

The children will begin to develop their ability to rally with a partner using forehand predominantly. The will also develop their tactical skills to be able to outwit an opponent.

**Knowledge**

The children will learn about tennis and how it is played. They will learn the rules of tennis and the names of different ways to hit the ball with the tennis racket.

**Key Vocabulary (new vocab in bold)**

ready position, control, opponent, **return, rally, forehand, serve, backhand**

**Future Learning (Y5)**

In Year 5, the children will be able to develop their racket skills in other games and sports, choosing the best tactics needed to suit the game.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art and Design</b></p>	<p><b><u>Still Life (drawing and painting)</u></b></p> <p><b>Prior Learning (Y3)</b> The children will have had opportunities to use their sketchbooks to record their ideas</p> <p><b>Knowledge</b> The children will continue to learn about the 7 elements of art and how these are applied in pencil sketches and painting. They will look at the work of other artists that demonstrate the elements in different ways.</p> <p><b>Skills</b> Children will learn how to observe something in real life in order to draw it accurately. They will learn how to apply different shading techniques and how artistic elements can be represented. They will make appropriate choices in materials and media and learn the advantages and disadvantages of each one. Children will continue to learn how to mix colours to create different values, and how to apply paint to the best effect.</p> <p><b>Key Vocabulary (new vocab in bold)</b> tools, pencil (incl. B pencils and H pencils) pastels, coloured pencils), paper: colour, type, thickness, size, line, element, movement, principle, pencil-grip, pressure, physical texture, implied texture, represent, smooth shading, contouring, random patterns, value, value scale, pale, light, lighter, pastel, mid/medium, bright, dim, dark, darker, deep, (insert individual names for specific shades/tints used), geometric shape, organic shape, observe, form, three dimensional (3D), element, positive space, negative space, size, distance, position, foreground, middleground, background, clarity, clear, close, blurry, far, overlapping, behind, in front, proportion, compare sizes, depth, plan, refine, alter, emotion</p> <p><b>Future Learning (Y5)</b> In Year 5, they will use line, tone and shading to represent different things.</p>	<p><b><u>Surrealism/Abstract (Sculpture/3D)</u></b> CHANGE TO GREEK SCULPTURE (BUST?)</p> <p><b>Prior Learning (Y3)</b> The children will recap the use of natural and manmade objects and materials.</p> <p><b>Knowledge</b> The children will learn about shape, space and form, making informed decisions about their choices. The children will explore working practices of artists, architects and designers. They will also learn about the work of Giacometti.</p> <p><b>Skills</b> The children will learn how to mould clay to create a 3D sculpture</p> <p><b>Key Vocabulary (new vocab in bold)</b> Sculpt, ceramicist ceramics, assembling, constructing, slip- clay based glue, modelling, carving</p> <p><b>Future Learning (Y5)</b> In Year 5, They will develop skills in using clay including slabs, coils and slips.</p>	<p><b><u>Modern/Pop Art (Printing/Collage)</u></b></p> <p><b>Prior Learning (Y3)</b> The children will have previously explore collage and how to use layering.</p> <p><b>Knowledge</b> The children will explore mixing different techniques to create one finished piece of art. The children will explore working practices of artists, architects and designers. They will also learn about the work of Lichtenstein.</p> <p><b>Skills</b> The children will learn the technique of marbling.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Cut, stick, media, materials, ink, drops, marble, collage, texture, layering, cross over, technique</p> <p><b>Future Learning (Y5)</b> In Year 5, they will use this to add collage to a painted, drawn or printed background.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Design and Technology</b></p>	<p><b><u>Food and Nutrition</u></b></p> <p><b>Prior Learning (Y3)</b> The children have learnt about the different food groups and have begun to prepare and combine ingredients.</p> <p><b>Skills</b> The children will develop their ability to prepare and combine ingredients using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><b>Knowledge</b> The children will learn about a balanced diet and why this is important for healthy bodies.</p> <p><b>Key Vocabulary (new vocab in bold)</b> balanced diet, healthy plate, healthy, peel, chop, slice, grate, mix, spread, knead, bake.</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to follow recipes thinking about how to change the appearance, taste, texture.</p>	<p><b><u>Textiles</u></b></p> <p><b>Prior Learning (Y3)</b> The children have previously learnt how to plan and design for a given purpose.</p> <p><b>Skills</b> The children will learn how to select appropriate materials and develop their ability to work collaboratively on a creative task.</p> <p><b>Knowledge</b> The children will learn about story quilts and how to link ideas together to create one.</p> <p><b>Key Vocabulary (new vocab in bold)</b> evaluating, design brief design criteria, innovative, purpose, function, planning, annotated sketch,</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will build on this to become increasingly accurate when measuring and joining.</p>



**Music**

**Young Voices**

**Prior Learning (Y3)**  
The children have learnt to sing a variety of different songs and performed some in front of others.

**Knowledge**  
The children will learn about what a choir is and how they are structured.

**Skills**  
The children will continue to develop their ability to sing as part of an ensemble. They will develop their confidence to perform in front of others and link movement to music using body percussion and choreography.

**Vocabulary**  
pitch, rhythm, timing, **choir, conductor, ensemble, choreography**, sing, volume, **dynamics**

**Future Learning (Y5)**  
In Year 5, the children will develop this to perform as part of an ensemble with increasing control, accuracy and expression.

**Christmas Church Performance**

**Prior Learning (Y3)**  
The children have learnt to sing a variety of different songs and performed some in front of others.

**Knowledge**  
The children will learn about what a choir is and how they are structured.

**Skills**  
The children will continue to develop their ability to sing as part of an ensemble. They will develop their confidence to perform in front of others and link movement to music using body percussion and choreography.

**Vocabulary**  
pitch, rhythm, timing, **choir, conductor, ensemble, choreography**, sing, volume, **dynamics**

**Future Learning (Y5)**  
In Year 5, the children will develop this to perform as part of an ensemble with increasing control, accuracy and expression.

**Ukulele**

**Prior Learning (Y3)**  
The children will have explored playing untuned instruments.

**Skills**  
The children will develop their fine motor skills to begin to play the ukulele with some accuracy. The children will also copy increasingly challenging rhythms with body percussions.

**Knowledge**  
The children will learn about the different parts of a ukulele and the different strings are different notes. The children will continue to learn about written notation to include crochets, quavers and minims.

**Key Vocabulary (new vocab in bold)**  
**Ukulele, headstock, nut, neck, strings, frets, fretboard, body, sound hole, saddle**, crochet, quaver, **minim**, rest, pulse, pitch, note

**Future Learning (Y5)**  
In Year 5, children will continue to play and perform with increasing accuracy and control.

**Science of Sound (cross-curricular Science)**

**Prior Learning (Y2)**  
Children have learnt about their bodies and the five senses.

**Skills**  
The children will develop their ability to set up simple and practical enquiries, recording their findings in different ways.

**Knowledge**  
The children will learn how sounds are made, how they travel and get fainter the further away they are and the relationship between pitch and fluency.

**Key Vocabulary (new vocab in bold)**  
Sound, **source, vibrate, vibration**, travel, pitch, volume, **faint**, loud.

**Future Learning (KS3)**  
In KS3, children will learn about sound waves and develop their understanding of how they travel.

**Summer Production**

**Prior Learning (Y3)**  
The children will have performed small pieces in front of their class as well as taking part in a Christmas animation that was produced and shared with parents.

**Knowledge**  
The children will develop their understanding of performance and what is required to make it a successful performance, considering the needs of the audience.

**Skills**  
The children will develop their spoken language and performance skills to perform to others, projecting their voices and express emotions using tone and body language.

**Key Vocabulary (new vocab in bold)**  
performance, audience, **projection**, express, emotion, tone, body language, facial expression, meaning.

**Future Learning (Y5)**  
In Year 5 the children will continue to develop their ability to show understanding through intonation, tone and volume.

<p><b>PSHE</b></p>	<p><b><u>Me and My Relationships</u></b></p> <p><b>Prior learning (year 3)</b> The children will build on the prior knowledge of feelings</p> <p><b>Knowledge</b> The children will learn about relationships and what is and isn't ok, and the idea of pressure.</p> <p><b>Skills</b> The children will learn how to manage relationships with friends and family.</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Friendship, friends, feelings, share, kindness, consideration Listen, argument, <b>conflict</b>, emotions, <b>resolve, compromise</b>, apologies</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to explore relationships, recognising their own emotional needs and thinking about how to be assertive</p>	<p><b><u>Valuing Differences</u></b></p> <p><b>Prior learning (year 3)</b> In this topic, the children will develop their awareness of their community</p> <p><b>Knowledge</b> The children will learn about the difference between friends and acquaintances as well as the idea of a stereotype.</p> <p><b>Skills</b> The children will continue to develop their ability to be understanding, tolerant and respectful.</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Challenges, <b>assumptions</b>, judging, acceptance, understanding, <b>influences</b>. Bullying, problem-solving, <b>impressions</b>, opinion, <b>stereotype</b></p> <p><b>Future Learning (Y5)</b> In Year 5, the children will build on this to think about the qualities of friendship and the value in kind conversations.</p>	<p><b><u>Keeping Myself Safe</u></b></p> <p><b>Prior learning (year 3)</b> Children will continue to think about danger, risks and hazards</p> <p><b>Knowledge</b> The children will continue to develop their understanding of the difference between dangers, risks and hazards.</p> <p><b>Skills</b> The children will learn how to interpret the information on medicine bottles and steps they can take to keep themselves safe, including on the internet.</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Age classification, computer game, pressure, choices, safety, danger, hazards, risk, <b>caffeine, alcohol, tobacco, nicotine, restrictions. drugs, medicine, prescribed,</b></p> <p><b>Future Learning (Y5)</b> In Year 5, children will consider wider aspects of keeping safe both online and in person and think about the use of drugs and smoking.</p>	<p><b><u>Rights and Responsibilities</u></b></p> <p><b>Prior learning (year 3)</b> The children will consider what their rights and responsibilities</p> <p><b>Knowledge</b> The children will learn about money, how it is earned and what taxes go towards. They will also consider their own rights and responsibilities and how these change as they grow up.</p> <p><b>Skills</b> The children will begin to develop their ability to identify rights and responsibilities</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Saving, money, <b>budget</b>, pocket money, <b>earning, taxes</b>, rules, laws, rights, responsibilities, community, <b>anti -social</b></p> <p><b>Future Learning (Y5)</b> In Year 5, the children will build on this to consider how their rights and responsibilities change as they get older.</p>	<p><b><u>Being My Best</u></b></p> <p><b>Prior learning (year 3)</b> In this topic, the children continue to think about what it means to be them and what makes them unique.</p> <p><b>Knowledge</b> The children will learn about their own individual uniqueness and the importance of this.</p> <p><b>Skills</b> The children will continue to learn about how they can impact the environment and what they can do to look after it.</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Hopes, dreams, goals, <b>realistic</b>, achievement, <b>obstacles</b>, disappointment, <b>overcome</b>, resilient, positive, attitude, aspirations, growth mindset</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will go on to think about what it means to have independence and the responsibilities that go with this.</p>	<p><b><u>Growing and Changing</u></b></p> <p><b>Prior learning (year 3)</b> During this topic, the children continue to learn about some of the changes that happen during the beginning stages of puberty.</p> <p><b>Knowledge</b> The children will learn about how their bodies and feelings and emotions begin to change as they get older and begin puberty.</p> <p><b>Skills</b> The children will learn how to talk about the emotions and how they are feeling as well as about puberty.</p> <p><b>Key vocabulary (new vocabulary in bold)</b> Age, difference, physical changes, puberty, reproduction, menstruation, periods, <b>wet dreams</b>, hygiene, anxious, grow, change, emotions, relationships, support, advice</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to learn about more changes that happen as they become teenagers.</p>
<p><b>French</b></p>	<p><b><u>Revision</u></b></p> <p><b>Prior learning (year 3)</b> The children will revise topics that they learn about last year.</p> <p><b>Knowledge</b> The children will revise numbers from 1 – 31 and 10s up to 100. They will also revise colours, days of the week, months, feelings, animals, family, pets, the weather, seasons, classroom objects and prepositions.</p> <p><b>Skills</b> The children will continue to develop their oral, auditory and written skills in French.</p> <p><b>Key Vocabulary</b> l'hiver, le printemps, l'été, l'automne, il fait quel temps aujourd'hui/(insert month or season)?, aujourd'hui..., il y a du soleil, il y a des nuages, il pleut, il neige, il fait froid, il fait chaud, il y a de l'orage, il y a du vent, il y a du brouillard, le temps est variable, un bic, une calculatrice, un compas, un feutre, un stylo, un crayon, un taille-crayon, une gomme, une règle, des ciseaux, une chaise, un bureau, un livre, un professeur, un cahier, un tableau, un tableau interactif, une pendule, une porte, une fenêtre, un élève, sous, devant, sur, derrière, j'ai, il y a... trouvez le/la..., un=le, une=la, des=les, noun, déterminer, adjective, verb</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to revise learnt topics using their listening, speaking and writing skills.</p>	<p><b><u>Body/physical description with adjectives</u></b></p> <p><b>Prior learning (year 3)</b> The children will have learnt colours which they will use to describe their physical features.</p> <p><b>Knowledge</b> The children will learn the French words for many body parts and how to describe them using adjectives.</p> <p><b>Skills</b> The children will continue to develop their oral, auditory and written skills in French. They will also learn how to use adjectives in French.</p> <p><b>Key Vocabulary</b> Touchez..., Le bras, la jambe, la main, le ventre, le pied, le dos, la tête, l'épaule, le doigt, le genou, les yeux, (bleus/verts/marrons/gris/noisettes) la bouche, les cheveux (blonds/roux/bruns/noirs/gris/blancs), les joues, le cou, le front, le menton, les oreilles, le nez, les sourcils, j'ai mal au/à la/aux..., grand, petit, mince, beau, moche, vieux, jeune, chauve, musclé, déterminer, noun, verb, adjective,</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to develop their written French, to include a wider use of adjectives to describe people and verbs to describe actions.</p>			<p><b><u>Food – Breakfast and giving opinions</u></b></p> <p><b>Prior learning (year 3)</b> The children will have learnt colours and how to show a preference.</p> <p><b>Knowledge</b> The children will learn the French words for different breakfast foods and the words they can use to give an opinion.</p> <p><b>Skills</b> The children will continue to develop their oral, auditory and written skills in French. They will also learn how to give an opinion in French.</p> <p><b>Key Vocabulary</b> le petit déjeuner, qu'est ce que tu veux manger/boire pour le petit déjeuner?, pour le petit déjeuner, je voudrais..., je ne voudrais pas..., tu voudrais...?, du pain, du beurre, de la confiture, avec, des céréales, des viennoiseries, des fruits, du thé, du café, du chocolat chaud, de l'eau, du jus d'orange, j'aime, je n'aime pas, je préfère, j'adore, je déteste, parce que, c'est délicieux, c'est bizarre, c'est bon pour la santé, c'est dégoûtant, c'est trop sucré, s'il vous plaît, merci, et, oui, non, et, aussi, mais, noun, verb, adjective, conjunction, déterminer, pronoun</p> <p><b>Future Learning (Y5)</b> In Year 5, the children will continue to develop their spoken language skills including increasing accuracy in pronunciation and begin to use conjunctions in their written work,</p>	