

Year 3 / 4 Year A			
Spring Term 1 <sup>st</sup> Half			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p><b>NARRATIVE - Retell the story of Dick Whittington</b></p> <ul style="list-style-type: none"> <li>Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events.</li> <li>Write a personal narrative.</li> <li>Create a title and an ending that are relevant to the narrative.</li> </ul> <p><b>BRITISH FOLK HEROES AND TALL TALES</b> Become familiar with the following folk heroes and tall tales</p> <ul style="list-style-type: none"> <li>Albion and Brutus</li> <li>Dick Whittington, Lord Mayor of London</li> <li>Robin Hood</li> </ul> <p><b>PERSUASIVE WRITING</b> lined to water pollution</p> <ul style="list-style-type: none"> <li>Written in simple present tense. Often refers to generic rather than specific participants (Vegetables are good for you. They ...).</li> <li>Uses logical rather than temporal connectives (This proves that ... So it's clear</li> <li>... Therefore ...).</li> <li>Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)</li> <li>Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?)</li> <li>Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.</li> </ul> <p><b>INFORMATION (Topic Writing):</b></p> <ul style="list-style-type: none"> <li>Write about a topic, including beginning and concluding sentences, facts and examples relevant to the topic and specific steps (if writing explanatory text).</li> <li>Group similar information into paragraphs.</li> <li>Use linking words such as <i>also, another, and</i>, etc. to connect ideas within a paragraph.</li> </ul> <p>Who would rid me of this troublesome priest? Writing as a reporter investigating the murder of The Archbishop of Canterbury by Knights of Henry 11.</p>	<p><b>COMPOSITION</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures</li> <li>discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types.</li> <li>organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each</li> <li>in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.</li> <li>in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement</li> <li>proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW</li> <li>Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school's agreed style</li> <li>Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance.</li> </ul>	<p><b>COMPOSITION</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used.</li> <li>discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures.</li> <li>organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted.</li> <li>in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story.</li> <li>in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion.</li> <li>Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school's agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace.</li> <li>Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.</li> </ul>
GPS	<ul style="list-style-type: none"> <li>Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list</li> <li>Handwriting taught using Collins Guide as per handwriting policy.</li> <li>Grammar directed by English Appendix 2</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing.</li> <li>Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning.</li> <li>Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form.</li> </ul>

		<p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>➤ choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing</li> <li>➤ extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing</li> <li>➤ using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing</li> <li>➤ using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>➤ Understands when to use the correct form of 'a' or 'an'</li> <li>➤ Inverted commas consistently used to punctuate direct speech</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>➤ Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.</li> <li>➤ Spell some of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>➤ Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</li> <li>➤ Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</li> <li>➤ Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping</li> <li>➤ Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>➤ choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing</li> <li>➤ use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences</li> <li>➤ using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion</li> <li>➤ consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice.</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>➤ Consistently accurate in the use the correct form of 'a' or 'an'</li> <li>➤ Use of inverted commas and other punctuation to indicate direct speech;</li> <li>➤ apostrophes to mark plural possession;</li> <li>➤ use of commas after fronted adverbials</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>➤ Spell further homophones e.g. whose/who's, peace/piece, whether/weather,</li> <li>➤ Spell most of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>➤ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing.</li> <li>➤ Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-.</li> <li>➤ Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work.</li> <li>➤ Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul>
Key Vocab	Folk tale, tall tale, limerick, verbs, nouns, pronoun, adverb, subject, possessive pronouns, sentence types.		
Maths	<ul style="list-style-type: none"> <li>• Geometry: shape</li> <li>• Perimeter and area</li> <li>• Angles</li> <li>• Properties of shape</li> <li>• Multiplication and division (including formal methods)</li> </ul>	<p><b>Unit: investigating shape</b></p> <ul style="list-style-type: none"> <li>➤ measure the perimeter of simple 2-D shapes</li> <li>➤ continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed ... and simple equivalents of mixed units (for example, 5m = 500cm)</li> <li>➤ recognise angles as a property of shape or a description of a turn</li> <li>➤ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</li> <li>➤ identify whether angles are greater than or less than a right angle</li> <li>➤ identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Unit: multiplication and division</b></p> <ul style="list-style-type: none"> <li>➤ recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>➤ solve problems including missing number problems including multiplication and division</li> </ul>	<p><b>Unit: Investigating shape</b></p> <ul style="list-style-type: none"> <li>➤ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>➤ convert between different units of measure [for example, kilometre to metre]</li> <li>➤ find the area of rectilinear shapes by counting squares</li> <li>➤ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>➤ identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul> <p><b>Unit: Multiplication and division</b></p> <ul style="list-style-type: none"> <li>➤ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>➤ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>➤ Solve problems involving the above</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Solve scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Count in multiples of 4 to 12x4 in order from 0 with fluently. Count in multiples of 8 to 12x8 in order from 0 with growing fluency.</li> </ul>	<p><b>Multiplication and division focus</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 6 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.</li> </ul>
Key Vocab	<p>Year 3: <b>Unit 1:</b> Pentagonal, hexagonal, octagonal, quadrilateral, right angled, parallel, perpendicular, horizontal, perpendicular, perimeter, equivalent, diagonal, angle, ... is a greater/ smaller angle than, acute angle, obtuse angle, millimetre, kilometre, mile, distance apart... between... to... from... <b>Unit 2</b> factor of, relationship, factor, product, remainder, scaling, missing number problems, one digit, two digit, mental calculation, written calculation, place value, grid method</p> <p>Year 4: <b>Unit 1:</b> two dimensional, oblong, rectilinear, equilateral triangle, isosceles triangle, scalene triangle, heptagon, parallelogram, rhombus, trapezium, polygon, Breadth, edge, area, covers, square centimetres cm<sup>2</sup>, unit, standard unit, metric unit, angle measurer, compass, Line, construct, sketch, centre, angle, right-angled, base, square based, reflect, reflection, regular, irregular <b>Unit 2:</b> Inverse, place value, grid method, formal written method, mental method</p>		
Reading	<p>At the start of Year 3, pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading.</p> <p>In Year 4 pupils should be beginning to independently read and comprehend longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <ul style="list-style-type: none"> <li>• Key Poems: Conch shell</li> <li>• Key Texts: The Fisherman and his Wife (Grimm Fairy Tale), Dick Whittington</li> </ul> <p><b>SAYINGS AND PHRASES</b></p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> <li>• Get a taste of your own medicine</li> <li>• Get out of the wrong side of the bed</li> <li>• In hot water</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful</li> <li>➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength.</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <li>➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences.</li> <li>➤ Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure.</li> <li>➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>➤ Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts.</li> <li>➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry)</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>➤ Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b> <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>➤ Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult.</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited</li> <li>➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <li>➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text.</li> <li>➤ Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer.</li> <li>➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>➤ Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.</li> <li>➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation.</li> <li>➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>➤ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b> <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p>

		<ul style="list-style-type: none"> <li>➤ Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport</li> <li>➤ Discussing words and phrases that capture the reader's interest and imagination and explaining why</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>➤ Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?</li> <li>➤ Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</li> </ul> <p><b>Summarise:</b></p> <ul style="list-style-type: none"> <li>➤ Identify the main ideas in paragraphs and can usually summarise,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using dictionaries to check the meaning of words that they have read</li> <li>➤ Discussing words and phrases that capture the reader's interest and imagination and can usually say why, explaining the effect on them as a reader</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ Asking questions to improve their understanding of a text</li> <li>➤ Identifying how language, structure, and presentation contribute to meaning e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ Retrieve and record information from non-fiction. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier.</li> </ul> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>➤ Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>
Key Vocab	Genre Comic Magazine Leaflet Report Vocabulary Inference Prediction Explanation Retrievals Summarise Limerick* Myth* Tall Tale* Biography* Auto-biography* Fiction* Non-Fiction* Tengu Haiku Renga Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion, thesaurus Protagonist antagonist moral lesson similarities differences headings subheading bullet-points		
Science	<p><b>I. CYCLES IN NATURE</b></p> <p><b>A. SEASONAL CYCLES</b> Seasons and life processes</p> <ul style="list-style-type: none"> <li>• <b>Spring:</b> sprouting, sap flow in plants, mating and hatching</li> </ul> <p>Complete an investigation into levels of condensation collected on windows related to outside and inside temperatures or growing in different temperatures</p> <p><b>A. THE WATER CYCLE</b></p> <p>Most of the Earth's surface is covered by water The water cycle:</p> <ul style="list-style-type: none"> <li>• Evaporation and condensation</li> <li>• Water vapour in the air, humidity</li> <li>• Clouds: cirrus, cumulus, stratus</li> <li>• Precipitation, groundwater</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gather and record data about similarities, differences and changes</li> <li>➤ Make systematic observations, using simple equipment</li> <li>➤ <i>Use standard units when taking measurements</i></li> <li>➤ Set up comparative tests</li> <li>➤ <i>Record findings in various ways</i></li> <li>➤ With prompting, suggest conclusions that can be drawn from data</li> <li>➤ Suggest how findings could be reported</li> <li>➤ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow and how they vary from plant to plant)</li> <li>➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>➤ Set up simple and practical enquiries, comparative and fair tests</li> <li>➤ Make systematic and careful observations using a range of equipment, including thermometers and data loggers</li> <li>➤ <i>Take accurate measurements using standard units, where appropriate</i></li> <li>➤ Record findings using simple scientific language, drawings and labelled diagrams</li> <li>➤ Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions</li> <li>➤ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°)</li> </ul>
Key Vocab	Season, cycle, Spring, flowers, hatching, mating, water cycle, earth, evaporation, condensation, vapour, humidity, clouds, precipitation,		

Year 3 / 4 A	Year 3 / 4 Year A		
	Spring Term 1 <sup>st</sup> Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>A. HENRY II</b> First of the Plantagenet Kings Henry II's legal and judicial reforms</p> <ul style="list-style-type: none"> <li>Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases</li> <li>Trial by jury; precedent for modern legal systems</li> <li>Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority</li> </ul> <p>Murder of the Archbishop at Canterbury Cathedral</p> <p><b>Local History – The Hansa League</b></p> <ul style="list-style-type: none"> <li>Confederation of merchant guilds and market towns</li> <li>13<sup>th</sup> to 15<sup>th</sup> Century, dominated trade/monopoly</li> <li>Kings Lynn was the first British member</li> <li>Only surviving Hanseatic warehouse in Britain is in Kings Lynn</li> </ul>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</li> <li>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</li> <li>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> </ul>
Vocabulary: kings and queens, jury, magistrates, law, trials, Archbishop, Hanseatic League, monopoly, trade, merchant, market town, European Union			
Geog.	<p><b>IV. RIVERS AND BASINS</b> <b>A. UNDERSTAND THE WATER CYCLE</b></p> <ul style="list-style-type: none"> <li>Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater</li> <li>Discuss the different paths that water takes.</li> <li>Discuss how urban areas modify the drainage of water.</li> </ul> <p><b>B. RIVER BASINS</b></p> <ul style="list-style-type: none"> <li>Understand that a river basin is an area of land drained by a river and its tributaries.</li> <li>Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline</li> <li>Follow the course of a river from source to mouth while using a map.</li> </ul> <p><b>C. IDENTIFY MAJOR RIVERS AND THEIR BASINS</b></p> <ul style="list-style-type: none"> <li>UK major rivers: Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe</li> <li>Europe: Volga, Danube, Rhine</li> <li>Asia: Ganges, Indus, Tigris, Euphrates</li> <li>Africa: Nile, Niger, Congo</li> <li>South America: Amazon, Parana, Orinoco</li> <li>North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon</li> <li>Australia: Murray-Darling</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Describe and understand key aspects of physical geography including: rivers, mountains and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Describe and understand key aspects of physical geography including: rivers, mountains and the water cycle</li> </ul>
Vocabulary: rivers, basin, water cycle, springs, streams, lakes, estuaries, coast, channel, floodplain, mouth of river,			
Art	<p><b>ELEMENTS OF ART: LINE AND FORM</b> <b>LINE</b></p> <p>Recognise lines as horizontal, vertical, or diagonal. Observe the use of line in:</p> <ul style="list-style-type: none"> <li>Paul Klee, <i>Was Fehlt ihm?</i> (<i>What's wrong with him?</i>), 1930 (Fondation Beyeler, Switzerland)</li> <li>Pablo Picasso, <i>Mother and Child</i>, 1922 (Baltimore Museum of Art)</li> <li>Katsushika Hokusai, <i>The Great Wave off Kanagawa</i>, 1829-33 (British Museum, London)</li> </ul> <p><b>B. FORM</b></p>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.</li> <li>Drawing he/she can use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</li> <li>Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</li> <li>Drawing he/she can work with a variety of pen types.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> </ul>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.</li> <li>Drawing he/she can use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral</li> <li>Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</li> <li>Drawing he/she can work with a variety of pen types.</li> <li>Can discuss and describe well known artists' work and explain how their work is similar/different</li> </ul>

	<p>Explain that form, in the discussion of art, is a term useful for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree.</p> <p>Help the children consider form in the works they have considered for their use of line (such as Picasso's <i>Mother and Child</i>), and help them find ways to describe form in these additional works:</p> <ul style="list-style-type: none"> <li>• George Stubbs, <i>Whistlejacket</i>, 1762 (National Gallery, London)</li> <li>• Vincent van Gogh, <i>Wheatfield with Cypress Trees</i>, 1889 (National Gallery, London)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can discuss and describe well known artists' work and explain how their work is similar/different</li> </ul>	
DT	<p>Design, create and evaluate their own moving storybook (Link with Folk Tales)</p> <ul style="list-style-type: none"> <li>• Moving mechanisms</li> <li>• Pop out features</li> <li>• Investigate fonts and graphics</li> </ul> <p>We are exhibition designers Design, make and evaluate an interactive exhibition</p> <p>(Rising Stars Unit 3)</p>	<ul style="list-style-type: none"> <li>▶ Design he/she can generate and develop his/her ideas through discussion.</li> <li>▶ Design he/she can design products that are functional and designed for purpose.</li> <li>▶ Design he/she can create a cross sectional drawing of his/her design</li> <li>▶ Evaluate he/she can evaluate his/her work against his/her own design criteria.</li> <li>▶ Make he/she can use simple mechanical systems in his/her products</li> </ul>	<ul style="list-style-type: none"> <li>▶ Design he/she can generate and develop his/her ideas through discussion.</li> <li>▶ Design he/she can design products that are functional and designed for purpose.</li> <li>▶ Design he/she can create a cross sectional drawing of his/her design.</li> <li>▶ Make he/she can cut slots</li> <li>▶ Evaluate he/she can evaluate his/her work against his/her own design criteria.</li> <li>▶ Make he/she can use simple mechanical systems in his/her products</li> </ul>
Music	<p><b>I. LISTENING AND UNDERSTANDING</b></p> <p><b>Teachers:</b> Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures. [In Year 4, students will take a closer look at the brass and woodwind families.]</p> <p><b>A. MANY KINDS OF MUSIC</b></p> <p>Folk Music:</p> <ul style="list-style-type: none"> <li>• A sailor's life</li> <li>• All things bright and beautiful</li> <li>• Drunken sailor</li> <li>• I saw three ships</li> <li>• Oh dear what can the matter be</li> <li>• Scarborough Fair.</li> </ul> <p><b>A. KEYBOARD INSTRUMENTS</b></p> <p>Recognise that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:</p> <ul style="list-style-type: none"> <li>• Wolfgang Amadeus Mozart, <i>Rondo Alla Turca</i> from <i>Piano Sonata K. 331</i></li> <li>• Ludwig van Beethoven, <i>Für Elise</i></li> <li>• Felix Mendelssohn, <i>Spring Song</i> from <i>Songs without Words</i></li> <li>• Composers and Their Music, Bach, <i>Toccatina and Fugue in D minor</i> (organ)</li> </ul> <p><b>Charanga – Pop Songs</b></p> <p><b>Mamma Mia</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise the song Mamma Mia and other Abba songs:</li> <li>• Mamma Mia by Abba</li> <li>• Dancing Queen by Abba</li> <li>• The Winner Takes It All by Abba</li> <li>• Waterloo by Abba</li> <li>• Super Trouper by Abba</li> <li>• Thank You For The Music by Abba</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>▶ Can perform given compositions/songs from memory.</li> <li>▶ Can compose three note patterns.</li> <li>▶ Can take part in two-part songs.</li> <li>▶ Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>▶ Can take part in two-part harmonies.</li> <li>▶ Can explain what they think a piece of music's purpose could be.</li> <li>▶ Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>▶ The Hippopotamus Song (also known for its chorus: Mud, Mud, Glorious Mud) (Michael Flanders and Donald Swann)</li> <li>▶ Oranges and Lemons</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>▶ Can perform given compositions/songs from memory.</li> <li>▶ Can compose three note patterns.</li> <li>▶ Can take part in two-part songs.</li> <li>▶ Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>▶ Can take part in two-part harmonies.</li> <li>▶ Can explain what they think a piece of music's purpose could be.</li> <li>▶ Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul>
Vocabulary: Keyboard, piano, organ, keys, pedal, harpsichord, pop music, folk music, composers, song, classical			

Computing	<p><b>Content: We are presenters:</b> Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</p> <ul style="list-style-type: none"> <li>Edit video, including adding narration and editing clips by setting in/out points.</li> <li>Understand the qualities of effective video, such as the importance of narrative consistency, perspective and scene length.</li> </ul> <p><b>Online Safety:</b> We are aware that our online content lasts forever</p>		<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems</li> <li>and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Work with various forms of input and output.</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Work with various forms of input and output.</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>			
RE	<ul style="list-style-type: none"> <li><b>Christianity</b> - Could Jesus really heal people? Were these miracles or is there some other explanation?</li> <li>RE SCHOOL OVERVIEW WAS AMENDED 11/20. MTL HERE COULD BE WRONG. A4 PARENT OVERVIEWS ARE ALL CORRECT TO SCHOOL OVERVIEW AS AT 11/20</li> </ul>		<ul style="list-style-type: none"> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> <li>Is religion the most important influence and inspiration in everyone's life?</li> </ul>	<ul style="list-style-type: none"> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> <li>Is religion the most important influence and inspiration in everyone's life?</li> </ul>			
PE	<ul style="list-style-type: none"> <li>Year 3: Hockey / Rugby</li> <li>Year 3/4: Basketball/Gym</li> <li>Year 4: Dodgeball/fitness</li> </ul>	<p><b>Dodgeball - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To learn the rules of dodgeball</li> <li>To be able to play in a mini dodgeball game</li> <li>To develop throwing towards a target</li> <li>To develop throwing at a moving target</li> <li>To use jumps, dodges and ducks to avoid being hit</li> <li>To develop catching a dodgeball at different heights</li> <li>To use your whole body to catch a dodgeball</li> <li>To learn how to block using the ball</li> <li>To understand the rules of dodgeball and use them to play in a tournament</li> </ul>	<p><b>Fitness - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of what your body is capable of</li> <li>To test and record baseline fitness scores</li> <li>To develop your sprinting technique</li> <li>To develop your speed</li> <li>To develop strength using my own body weight.</li> <li>To complete actions to develop coordination, agility, balance and stamina</li> <li>To re-test fitness scores and recognise improvement</li> </ul>	<p><b>Tag Rugby - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop ball handling skills demonstrating increasing control and accuracy</li> <li>To develop throwing and catching a rugby ball</li> <li>To play games using tagging rules.</li> <li>To be able to use the 'forward pass' and 'off side' rule.</li> <li>To be able to support a teammate when attacking</li> <li>To be able to dodge a defender and move into space when running towards the goal</li> <li>To be able to defend an opponent</li> <li>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</li> </ul>	<p><b>Basketball - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop the attacking skill of dribbling</li> <li>To be able to use protective dribbling against an opponent</li> <li>To develop the bounce and chest pass and begin to recognise when to use them</li> <li>To be able to perform a jump stop and pivot</li> <li>To be able to lose a defender</li> <li>To develop tracking and defending an opponent</li> <li>To develop the technique for the set shot</li> <li>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</li> </ul>	<p><b>Gymnastics - Year 3 unit</b></p> <ul style="list-style-type: none"> <li>To be able to create interesting point and patch balances</li> <li>To be able to match a partner in a sequence</li> <li>To develop stepping into shape jumps with control</li> <li>To develop the straight, barrel, and forward roll</li> <li>To be able to transition smoothly into and out of balances</li> <li>To create a sequence with matching and contrasting actions and shapes</li> <li>To explore gymnastics skills using hoops</li> <li>To create a partner sequence incorporating equipment</li> </ul>	<p><b>Hockey – Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop open stick dribbling</li> <li>To develop sending the ball with a push pass</li> <li>To develop receiving the ball</li> <li>To develop dribbling using the reverse stick</li> <li>To develop dribbling to beat a defender</li> <li>To develop moving into space after passing the ball</li> <li>To be able to use an open stick tackle</li> <li>To apply defending and attacking principles and skills in a hockey tournament</li> </ul>
MFL	<ul style="list-style-type: none"> <li>On fait la fête (Celebrations) (Y3 &amp; 3/4)</li> <li>Raconte-moi une histoire! (Tell me a story) (Y4)</li> </ul>		<ul style="list-style-type: none"> <li>S &amp; L - can listen to and respond to simple rhymes, stories and songs.</li> <li>S &amp; L - can recognise and respond to sound patterns and words.</li> <li>S &amp; L - can respond to topic related questions with a simple answer.</li> <li>S &amp; L - can understand instructions, everyday classroom language and praise words.</li> <li>S &amp; L - can memorise and present a short spoken text.</li> <li>S &amp; L - can use short phrases to express</li> <li>R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed.</li> <li>R - can read aloud a familiar sentence, rhyme or poem.</li> <li>R - can use a bilingual dictionary or glossary to look up new words</li> <li>W - can write words and short phrases from memory with comprehensible spelling.</li> </ul>		<ul style="list-style-type: none"> <li>S &amp; L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.</li> <li>S &amp; L - can identify and note the main points of a short spoken passage.</li> <li>S &amp; L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.</li> <li>S &amp; L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases.</li> <li>R - can use sounds to help identify written words.personal responses for example, likes, dislikes and feelings.</li> <li>W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.</li> <li>W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work</li> </ul>		

		<table border="0"> <tr> <td>(très) bien</td> <td>(very) well/good</td> </tr> <tr> <td>Je joue bien au football.</td> <td>I'm good at playing football.</td> </tr> <tr> <td>Je nage bien.</td> <td>I'm a good swimmer.</td> </tr> <tr> <td>Je nage.</td> <td>I swim/I'm swimming.</td> </tr> <tr> <td>Je danse.</td> <td>I dance/I'm dancing.</td> </tr> <tr> <td>Je chante.</td> <td>I sing/I'm singing.</td> </tr> <tr> <td>Je lis.</td> <td>I read/I'm reading.</td> </tr> <tr> <td>Bravo!</td> <td>Well done!</td> </tr> <tr> <td>Super! Chouette!</td> <td>Super! Cool!</td> </tr> <tr> <td>Fantastique!</td> <td>Fantastic!</td> </tr> <tr> <td>Je suis/Tu es un génie/ génial(e)!</td> <td>I'm/You're a genius!</td> </tr> <tr> <td>Joyeux anniversaire!</td> <td>Happy birthday!</td> </tr> <tr> <td><b>Les mois:</b> (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</td> <td><b>The months:</b> (in) January, February, March, April, May, June, July, August, September, October, November, December</td> </tr> <tr> <td>Je peux .../Je peux ...? s'il te plaît</td> <td>I can .../Can I ...? please (informal singular)</td> </tr> <tr> <td>Je saute.</td> <td>I jump/I'm jumping.</td> </tr> <tr> <td>Je lance le ballon.</td> <td>I throw/I'm throwing the ball.</td> </tr> <tr> <td>J'attrape le ballon.</td> <td>I catch/I'm catching the ball.</td> </tr> </table>	(très) bien	(very) well/good	Je joue bien au football.	I'm good at playing football.	Je nage bien.	I'm a good swimmer.	Je nage.	I swim/I'm swimming.	Je danse.	I dance/I'm dancing.	Je chante.	I sing/I'm singing.	Je lis.	I read/I'm reading.	Bravo!	Well done!	Super! Chouette!	Super! Cool!	Fantastique!	Fantastic!	Je suis/Tu es un génie/ génial(e)!	I'm/You're a genius!	Joyeux anniversaire!	Happy birthday!	<b>Les mois:</b> (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<b>The months:</b> (in) January, February, March, April, May, June, July, August, September, October, November, December	Je peux .../Je peux ...? s'il te plaît	I can .../Can I ...? please (informal singular)	Je saute.	I jump/I'm jumping.	Je lance le ballon.	I throw/I'm throwing the ball.	J'attrape le ballon.	I catch/I'm catching the ball.	<table border="0"> <tr> <td>Regardez.</td> <td>Look.</td> </tr> <tr> <td>Répétez.</td> <td>Repeat.</td> </tr> <tr> <td>Écoutez.</td> <td>Listen.</td> </tr> <tr> <td>40–90: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</td> <td>40–90: forty, fifty, sixty, seventy, eighty, ninety, a hundred</td> </tr> <tr> <td>Il/Elle est ...</td> <td>He/She is ...</td> </tr> <tr> <td>grand(e)</td> <td>big</td> </tr> <tr> <td>petit(e)</td> <td>small</td> </tr> <tr> <td>vrai, faux</td> <td>true, false</td> </tr> </table> <p><b>Additional flashcards</b></p> <table border="0"> <tr> <td>Levez-vous.</td> <td>Stand up/Get up.</td> </tr> <tr> <td>Asseyez-vous.</td> <td>Sit down.</td> </tr> <tr> <td>Levez la main.</td> <td>Put your hand up.</td> </tr> <tr> <td>Taisez-vous.</td> <td>Be quiet.</td> </tr> <tr> <td>charmant(e)</td> <td>charming</td> </tr> <tr> <td>méchant(e)</td> <td>wicked/bad</td> </tr> </table>	Regardez.	Look.	Répétez.	Repeat.	Écoutez.	Listen.	40–90: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent	40–90: forty, fifty, sixty, seventy, eighty, ninety, a hundred	Il/Elle est ...	He/She is ...	grand(e)	big	petit(e)	small	vrai, faux	true, false	Levez-vous.	Stand up/Get up.	Asseyez-vous.	Sit down.	Levez la main.	Put your hand up.	Taisez-vous.	Be quiet.	charmant(e)	charming	méchant(e)	wicked/bad
(très) bien	(very) well/good																																																																
Je joue bien au football.	I'm good at playing football.																																																																
Je nage bien.	I'm a good swimmer.																																																																
Je nage.	I swim/I'm swimming.																																																																
Je danse.	I dance/I'm dancing.																																																																
Je chante.	I sing/I'm singing.																																																																
Je lis.	I read/I'm reading.																																																																
Bravo!	Well done!																																																																
Super! Chouette!	Super! Cool!																																																																
Fantastique!	Fantastic!																																																																
Je suis/Tu es un génie/ génial(e)!	I'm/You're a genius!																																																																
Joyeux anniversaire!	Happy birthday!																																																																
<b>Les mois:</b> (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<b>The months:</b> (in) January, February, March, April, May, June, July, August, September, October, November, December																																																																
Je peux .../Je peux ...? s'il te plaît	I can .../Can I ...? please (informal singular)																																																																
Je saute.	I jump/I'm jumping.																																																																
Je lance le ballon.	I throw/I'm throwing the ball.																																																																
J'attrape le ballon.	I catch/I'm catching the ball.																																																																
Regardez.	Look.																																																																
Répétez.	Repeat.																																																																
Écoutez.	Listen.																																																																
40–90: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent	40–90: forty, fifty, sixty, seventy, eighty, ninety, a hundred																																																																
Il/Elle est ...	He/She is ...																																																																
grand(e)	big																																																																
petit(e)	small																																																																
vrai, faux	true, false																																																																
Levez-vous.	Stand up/Get up.																																																																
Asseyez-vous.	Sit down.																																																																
Levez la main.	Put your hand up.																																																																
Taisez-vous.	Be quiet.																																																																
charmant(e)	charming																																																																
méchant(e)	wicked/bad																																																																
PHSE	<ul style="list-style-type: none"> <li>• <b>Safeguarding/Online Safety:</b> We are aware that our online content lasts forever</li> <li>• <b>Safeguarding/Go-givers:</b> Keeping Safe in Cyberspace – Internet Safety Day Feb 11th 2020</li> <li>• <b>British/Go-givers:</b> Rights and Responsibility: Getting the Balance Right (DEBATE) (Links to Online Safety/Bill of Rights/Taxation)</li> <li>• <b>Environment/Go-givers:</b> Oil Disaster in the Gulf of Mexico – Links with Ecology and Water Cycle</li> <li>• <b>Norfolk:</b> Hanseatic League and the Treaty of Utrecht</li> </ul>																																																																