Year 4

	AUTUMN	SPRING	SUMMER

RELIGIOUS EDUCATION	**Sikhism**
	• Know how Guru Nanak became Sikhism's first guru
	• Describe why the Guru Granth Sahib is important to Sikhs
	• Explain how equality is shown in the langar
	• Understand how a Sikh wedding ceremony tells us about Sikh beliefs about marriage
	• Know what Guru Arjun Dev's greatest achievement was
	
	Christianity
	• What are the Beatitudes and what do they mean to Christians?
	• What exactly is peace?
	• What do Christians believe about the peace that Jesus brings?
	• What does the Bible tell us about Jesus' message of peace?
	• How does the church live out its message of peace, especially at Christmas time?
		Christianity
		• What did Jesus do and say at the Last Supper and how do Christians remember this today?
		• Why do Christians share in body and blood of Jesus at church?
		• How does the act of sharing Holy Communion influence a Christian's day to day life?
		• What is Jesus' legacy?
		• What Is a Pilgrimage?
		   ○ 'I am the bread of life'
		   ○ 'I am the light of the world'
		   ○ 'I am the good shepherd?
		   ○ 'I am the true vine'
		   ○ 'I am the resurrection and the life'
		• Who does Jesus say he is?
			Judaism
			• What Is a Promise / Covenant?
			• What Is the significance of The Shema?
			• Understand the significance of Passover to Jewish people
			• Understand the importance of the Sedar meal
			• Know the roots and significance of The 10 Commandments to Jewish people
			• Understand why events in the life of Moses are important to Jews
			
			Christianity
			• Understand what the Bible is and why it is important to Christians
			• Understand that the Bible has an OT, some of which is shared with the Jewish Torah
			• Understand that the Bible has a NT with stories Jesus told
			• Understand why the Bible is important to Christians
			• Understand the lengths some people have gone to obtain a copy of the Bible
			• Understand how to look up a Bible reference

ENGLISH			
	Texts studied • The Promise • **Poetry** • The Iron Man • Leon and the Place Between • **Play scripts** **Writing outcomes** • Narrative - setting, character, dialogue • Poetry - personification/rhyme/ alliteration/ similes and metaphors/onomatopoeia • Play script format • Journalistic - 4Ws (Who, Where, When, What) • Instructions -imperative verbs, time conjunctions **Grammar & Punctuation** • Revise grammar and punctuation from Year 3 sentence construction and punctuation • Use inverted commas **and other punctuation** to indicate direct speech (*The conductor shouted, "Sit down!")* • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions • Evaluate and edit writing by assessing the effectiveness of own and others' writing and propose changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences • Choose **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetition • Evaluate and edit writing by assessing the effectiveness of own and others' writing and propose changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences • Choose **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetition • Deduce the meaning of unknown words from their context by reading around them **Reading & Comprehension** • Read for enjoyment • Participate in discussion • Discuss and clarify the meaning of words • Reading fluency	**Texts studied** • Lion and The Unicorn • Journey Poems • Indigenous Australian Stories **Writing outcomes** • Narrative - suspense, speech, character descriptions • Recount – chronology, description, feelings • Consistent and well-formed handwriting • Poetry - personification/rhyme/ alliteration/ similes and metaphors/onomatopoeia **Grammar & Punctuation** • Grammatical awareness, sentence construction and punctuation • Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences • Choose **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetition • Use **fronted adverbials** followed by commas (*Later that day, / Infuriated by the noise , / High above them,* (or any –ed-ing-ly phrase or preposition phrase used as an opener) • Deduce the meaning of unknown words from their context by reading around them • Use the possessive apostrophe to indicate possession for plural nouns, both when the plural is a standard 's' (*The girls' names)* and non-standard (*the children's boots)* • Use inverted commas **and other punctuation** to indicate direct speech (*The conductor shouted, "Sit down!")* • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases **Reading & Comprehension** • Discuss sequence of events • Make predictions • Ask and answer questions • Retrieve and infer	**Texts studied** • The Hunter • Cloud Busting • Badger's Parting Gifts • Encyclopaedia **Writing outcomes** • Persuasive - emotive language, conditionals, rhetorical questions • Narrative - setting, character, dialogue • Poetry - figurative language, verse, format and features • Technical vocabulary and connectives • Non-Fiction layout – title, subtitle, diagrams **Grammar & Punctuation** • Grammatical awareness, sentence construction and punctuation • Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences • Choose **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetition • Use **fronted adverbials** followed by commas (*Later that day, / Infuriated by the noise , / High above them,* (or any –ed-ing-ly phrase or preposition phrase used as an opener) • Deduce the meaning of unknown words from their context by reading around them • Use the possessive apostrophe to indicate possession for plural nouns, both when the plural is a standard 's' (*The girls' names)* and non-standard (*the children's boots)* • Use inverted commas **and other punctuation** to indicate direct speech (*The conductor shouted, "Sit down!")* • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Understand the terms **determiner, pronoun, possessive pronoun, adverbial** **Reading & Comprehension** • recognise simple recurring literary language in stories and poetry • reading comprehension

MATHS			
Number (Place Value) • Order and compare numbers beyond 1000 • Round any number to the nearest 10, 100 or 1000 • Find 1000 more or less than a given number • Recognise the place value of each digit in a four digit number • Solve numbers and practical problems that involve all of the above with increasingly large positive numbers **Addition and Subtraction** • Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction 2-step problems in context • Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate **Multiplication and Division** • Recall multiplication and division facts up to 12x12 • Use place value, known and derived facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, multiplying 3 numbers • Recognise and use factor pairs in mental calculations • Multiply 2 digit and 3 digit numbers by 1 digit numbers using formal written layout • Count in multiples of 6, 7, 9, 25, 1000 • Solve problems involving by multiplying and adding including using the distributive law to multiply 2 digit numbers by 1 digit, integers scaling problems and harder correspondence problems such as n objects are connected to m objects **Measurement (Length and Time)** • Telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths. **Fractions** • Identify, represent and estimate numbers using different representations • Recognise and show using diagrams families of common equivalent fractions • Count up and down in hundreds, recognise that hundreds arise when dividing an object by 100 and dividing tenths by 10	**Securing Multiplication Facts** • Recall multiplication and division facts for multiplication tables up to 12 x 12 • Use place value, known and derived facts to multiply and divide mentally. • Recognise and use facts pairs and commutativity in mental calculations **Fractions** • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Add and subtract fractions with the same denominator **Decimals** • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • Find the effect of dividing a 1 or 2 digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places **Measurement (Time)** • Read, write and convert time between analogue and digital, 12 and 24 hour clocks • Solve problems involving converting hours to minutes, minutes to seconds, years to months, weeks to days **Data Handling** • Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	**Area and Perimeter** • Measure and calculate the area and perimeter of rectilinear shapes • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Use and apply different metric units of measure to perimeter and area, such as cm, mm and m. **Measurement** • Solve simple measure and money problems involving fractions and decimals to two decimal places • Convert between millimetres and centimetres, and centimetres and metres, so that answers to problems involving mixed units of measure can be given as one unit • Convert between different units of measure, e.g. kilometres to metres, and hours to minutes • Estimate, compare and calculate different measures including pounds and pence **Geometry, position and direction** • Identify acute and obtuse angles and compare and order angles up to 2 right angles by size • Complete a simple symmetric figure with respect to a specific line of symmetry • Identify lines of symmetry in 2D shapes presented in different orientations • Compare and classify geometric shapes including quadrilateral and triangles based on their properties and sizes **2 and 3D shapes and symmetry** • Identify right angles, acute angles and obtuse angles, including applying this to properties of 2-D shape • Apply their understanding of parallel lines, angles, and shape terminology including vertices and sides to explore different triangles and quadrilaterals, as well as other 2-D shapes. • Identify lines of symmetry and complete a symmetrical figure with respect to a specific line of symmetry **Reasoning with patterns and sequences** • Identify and explore patterns in different number systems, including Roman numerals. • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value **Revise Terms 1 and 2**	

SCIENCE	**Animals including Humans** • Learn about the teeth of herbivore, carnivores and omnivores, the human digestive system and food chains • Identify the different types of teeth in humans and their simple functions • Describe the simple functions of the basic parts of the digestive system in humans • Construct and interpret a variety of food chains, identifying producers, predators and prey. **Sound** • Learn how sound is made and how it travels, including volume and pitch • Associate sounds with vibrations • Recognise that vibration travel through a medium to an ear • Find patterns between pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of vibrations that produce it • Recognise that sounds get fainter as the distance from the sound source increase	**Electricity** • Investigate conductors and insulators, and how to make simple electrical circuits • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors. **States of Matter** • Understand materials and the different molecular structures of solids, liquids and gases and how these relate to their properties, e.g. liquids can be poured and take the shape of their container • Compare and group materials together, according to whether they are solids, liquids or gases using water as an example. • 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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Living Things and their Habitats** • Classify living things including invertebrates and to understand how living things are suited to their habitat • Devise questions that can be used to construct keys • Use simple keys to identify organisms • State the living requirements of some invertebrates • Begin to make simple keys to identify a range of living things • Explain simply why living things need to be classified • Describe some things that can be done to care for the environment
COMPUTING	**Online Safety - Being Respectful and Responsible online** **Collecting, finding and using information (Branching Databases)** • Understand the risks of being online • Find information using a large database • Use web pages efficiently to find information. • Group organisms according to observable features • Use keys to identify local plants or animals • Plan a foreshore database • Create a foreshore database • Create a branching database using questions with yes/no answers **Programming - Logo** • Sequence instructions to create an outcome. Uses the repeat instruction to duplicate a shape; develops an idea. • Investigate more complex shapes requiring and changing the angle(s) of turn etc. can create a simple procedure to achieve this result.	**Online safety - What is reliable?** **Writing for different audiences - blogging** • Create a presentation with text, images and web links using j2e5. They will be able to comment on the presentations of others understanding the need to think about comments. They will also be able to save their work and retrieve to make changes. They will know some Online Safety issues with sharing and communicating online. • Understand that a blog is interactive and comments are as important as posts; various draft stages show how document has been refined; able to describe changes made and explain why; include various multimedia elements; able to discuss Online Safety issues relating to blogging.	**Online safety - Securing our information** **Programming – Scratch** • Create a simple simulation using selection and repetition by programming sprites • Sequence, repeat and change some events and debug and refine work • Explain what a piece of code script used, does **Creative unit- multi-media (Animation – Mayans)** • Save, find and use films. • Make a finished film. • Identify ways to share films.

HISTORY	**Ancient Greeks** • To develop a chronically secure knowledge of Ancient Greece using timelines. • To establish a clear narrative about how the Ancient Greeks lived • To be able to make comparisons between life in Athens and life in Sparta • To discuss who the Greek gods were and identify key facts about them • To understand the role of the theatre in Greek life • To create a performance based on a Greek myth • To create myth based Dioramas • To now the main events and significance of the Battle of Thermopylae • To understand the significance of the Battle of Olympics		**The Ancient Maya** • To understand how our knowledge of the past is constructed from a range of sources by analysing and investigating Maya artefacts • To understand where the Maya lived • To establish a clear narrative about the Maya by understanding what daily life was like, discovering what they believed in and discussing their diet • To learn an Ancient Maya myth
	Skills Taught Throughout the Year • Understand that the past can be divided into periods of time • Recognise some of the similarities and differences between these periods • Use dates and terms • Show factual knowledge and understanding of some of the main events, people and changes of the different periods studied • Give reasons for and the results of significant events and reasons for any changes • Understand why people behaved as they did • Identify with confidence, some of the different ways in which the past is represented • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Compose questions (in groups or individually) about the past, using sources of evidence • Decide how to present recalled information and create structured accounts of the periods studied.		
GEOGRAPHY **Specialist** **Country -** **Australia**		**Weather Around the World** • Understand how to locate and describe places they have visited • Understand how to identify hot and cold places in an atlas or on a globe • Identify human and physical features • Understand weather conditions around the world and use this knowledge to know what would be needed to survive • Understand how a place is similar to, and different from, our locality. Where would be best to visit for a holiday? • Understand about the different cloud formations and how a cloud is formed • Understand the Beaufort scale • Understand the cause and movement of wind • Appreciate and understand the positive and negative aspects of wind. • Understand how physical features have an effect on human features of a landscape	**Local Area and Map work** • Describe geographical similarities and differences (between Sydney and Teddington) • Describe how the locality of the school has changed over time • Identifying local traffic and how it changes throughout the day • Use Digimaps to explore local area and plan routes

	Skills Taught Throughout the Year • Recognise the different shapes of the continents • Understand where countries are within Europe • Name and locate Australia and it's nearby countries • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere • Carry out a simple questionnaire • Continue to develop geographical vocabulary • Know the locations and contexts of places studied and find them on a map/globe • Use globes and maps at a range of scales and find more detailed information on them • Recognise how people try to improve and sustain environment • Explain own responsibilities in looking after the environment		
DESIGN **TECHNOLOGY**	**Creating Dioramas and Ancient Greek** • Design and create a diorama of a Greek myth • Design different ways to make things move in and out of the scene • Use various materials to represent the setting, characters and plot in Greek myths • Design and create a clay pot based on those used in Ancient Greece • Use a range of techniques to mould the clay to match the design • Take inspiration from the Olympic Games to decorate a clay pot • Evaluate own designs	**Electrical Systems – Making a Torch** • Understand how electrical items work • Analyse an evaluate electrical products • Design a torch • Make and evaluate a torch	**Exploring Frame and Structures** • Create a range of different shape structures • Design a frame structure • Add cladding to a frame structure • Build and evaluate a frame structure
ART	**Formal Elements of Art** • Develop a range of mark-making techniques • Create patterns using printing techniques • Create patterns using a stamp • Create patterns using reflections and symmetry • Create a geometric pattern	**Art and Design Skills** • Sketch • Create an image using an artistic process • Apply an understanding of tint to recreate a traditional design style • Paint in the style of a famous artist	**Sculpture** • Investigate form, shape, space and texture • Create a musical instrument from recycled materials • Create a collage in the style of an artist • Create a sculpture in the style of sculptor Sokari Douglas Camp

PHYSICAL EDUCATION			

Hockey
- Delay an opponent and help to prevent the other team from scoring
- Dribble, pass, receive and shoot the ball with increasing control
- Move to space to help my team to keep possession and score goals
- Provide feedback using key terminology and understand what I need to do to improve
- Use simple tactics to help my team score or gain possession
- Share ideas and work with others to manage games
- Understand the rules of the game and use them often and honestly

Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse

Gymnastics
- Explain what happens when someone is exercising and how this helps to make them healthy
- Identify some muscle groups used in gymnastic activities
- Plan and perform sequences with a partner that include a change of level and shape
- Provide feedback using appropriate language relating to the lesson
- Safely perform balances individually and with a partner
- Watch, describe and suggest possible improvements to others' performances and my own
- Understand how body tension can improve the control and quality of my movements

Learning of key vocabulary - extension, body tension, momentum, inversion, pathways

Handball
- Self-manage a match with my team-mates and officiate a match by applying the basic rules
- Delay an opponent and help to prevent the other team from scoring
- Move to space to help my team to keep possession and score goals
- Provide feedback using key terminology and understand what I need to do to improve
- Throw, catch, dribble and shoot the ball with increasing control.
- Use simple tactics to help my team gain possession
- Share ideas and work with others to manage our game
- Understand the rules of the game and I can use them often and honestly

Learning of key vocabulary: grip, attack, interception, opponent, defend, possession.

Dance
- Choose actions and dynamics to convey a character or idea
- Copy and remember set choreography
- Provide feedback using appropriate language relating to the lesson
- Respond imaginatively to a range of stimuli relating to character and narrative
- Use changes in timing and spacing to develop a dance
- Use counts to keep in time with others and the music
- Use simple movement patterns to structure dance phrases on my own, with a partner and in a group
- Show respect for others when working as a group and watching others perform

Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, relationships

Basketball
- Delay an opponent and help to prevent the other team from scoring
- Dribble, pass, receive and shoot the ball with increasing control
- Move to space to help my team to keep possession and score goals
- Provide feedback using key terminology and understand what is needed to do to improve
- Use simple tactics to help a team score or gain possession
- Share ideas and work with others to manage our game
- Understand the rules of the game and use them often and honestly

Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess

Dodgeball
- Catch with increasing consistency
- Communicate with teammates to apply simple tactics
- Provide feedback using key terminology and understand what is needed to do to improve
- Return to the ready position to defend
- Throw with some accuracy at a target
- Share ideas and work with others to manage a game
- Understand the rules of the game and use them often and honestly

Learning of key vocabulary – Opposition, consecutive, conceding, defending

Tennis
- Communicate with teammates to apply simple tactics
- Explain what happens to the body when exercising and how this helps to make you healthy
- Provide feedback using key terminology and understand what is needed to improve
- Return to the ready position to defend the court

Athletics
- Demonstrate the difference in sprinting and jogging techniques
- Explain what happens in my body when I warm up
- Identify when I was successful and what I need to do to improve
- Jump for distance with balance and control
- Throw with some accuracy and power to a target area
- Show determination to improve my personal best
- Support and encourage others to work to their best

Learning of key vocabulary - Power, speed, strength, vertical, progressive

Rounders
- Bowl a ball with some accuracy, and consistency
- Begin to learn the rules of the game and use them to play honestly and fairly
- Communicate with my teammates to apply simple tactics
- Explain what happens to the body when exercising and how this helps make people healthy
- Provide feedback using key terminology and understand what is needed to improve
- Strike a bowled ball with adapted equipment (e.g. a tennis racket)
- Use overarm and underarm throwing and catching skills with increasing accuracy
- Share ideas and work with others to manage our game

Learning of key vocabulary -fielders, batters, striking, bowling, consecutive

Tag rugby
- Delay an opponent and help prevent the other team from scoring
- Explain what happens to the body when exercising and how this helps to make people healthy
- Help a team keep possession and score tries when playing in attack
- Pass and receive the ball with increasing control
- Provide feedback using key terminology and understand what is needed to improve
- Use simple tactics to help a team score or gain possession
- Share ideas and work with others to manage our game
- Understand the rules of the game and use them often and honestly

Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession

	Fitness • Collect and record my scores and identify areas I need to improve • Use key points to help me to improve my sprinting technique • Share ideas and work with others to manage activities • Show balance when changing direction at speed • Show control when completing activities to improve balance • Show determination to continue working over a period of time • Understand there are different areas of fitness and that each area challenges my body differently Learning of key vocabulary – technique, agility, stamina, continuous	• Sometimes play a continuous game • Use a range of basic racket skills • Share ideas and work with others to manage our game • Understand the rules of the game and use them often and honestly Learning of key vocabulary –Opponent, consecutive, forehand, backhand, outwit	**Cricket** • Bowl a ball with some accuracy and consistency • Begin to learn the rules of the game and use them to play honestly and fairly • Communicate with teammates to apply simple tactics. • Persevere when learning a new skill • Provide feedback using key terminology and understand what is needed to improve • Strike a bowled ball after a bounce • Use overarm and underarm throwing, and catching skills with increasing accuracy • Share ideas and work with others to manage our game Learning of key vocabulary - Fielders, batters, striking, tracking, bowling
MUSIC	**The Great Composers** • Develop a chronological understanding of how western music developed through the ages • Learn about the lives of the Great Composers and their contribution to the world of music • Gain an understanding of arts and culture in an historical context • Make links between composers, music, historical eras and their own life experiences	**Wider Opportunities Vocal Module** • Identifying genres of music • Composing a Pop song • Writing lyrics and understanding rhythm • Performing a Pop song • Evaluating songs	**Wider Opportunities Woodwind Module** • How to assemble the clarinet • How to hold the clarinet correctly • How to create a sound using the mouthpiece • Know note names and finger positions • Accurately play the key notes • Learn to read musical instructions by following notation • Play a piece of music together • Listen clarinet performances

| PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE) | **Being Me in My World**
• Know about the different roles in the school Community
• Know how individual attitudes and actions make a difference to a class and know their place in the school community
• Know what democracy is (applied to pupil voice in school)
• Know that their own actions affect themselves and others
• Know how groups work together to reach a consensus
• Know that having a voice and democracy benefits the school community

Celebrating Differences
• Know that sometimes people make assumptions about a person because of the way they look or act
• Know there are influences that can affect how we judge a person or situation
• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
• Know what to do if they think bullying is, or might be taking place
• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
• Know that first impressions can change | **Dreams and Goals**
• Know what their own hopes and dreams are
• Know that hopes and dreams don't always come true
• Know that reflecting on positive and happy experiences can help them to counteract disappointment
• Know how to make a new plan and set new goals even if they have been disappointed
• Know how to work out the steps they need to take to achieve a goal
• Know how to work as part of a successful group
• Know how to share in the success of a group

Healthy Me
• Know how different friendship groups are formed and how they fit into them
• Know which friends they value most
• Know that there are leaders and followers in groups
• Know that they can take on different roles according to the situation
• Know the facts about smoking and its effects on health
• Know some of the reasons some people start to smoke
• Know the facts about alcohol and its effects on health, particularly the liver
• Know some of the reasons some people drink alcohol
• Know ways to resist when people are putting pressure on them
• Know what they think is right and wrong | **Relationships**
• Know some reasons why people feel jealousy
• Know that jealousy can be damaging to relationships
• Know that loss is a normal part of relationships
• Know that negative feelings are a normal part of loss
• Know that memories can support us when we lose a special person or animal
• Know that change is a natural part of relationships/ friendship
• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

Changing Me
• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
• Know that babies are made by a sperm joining with an ovum
• Know the names of the different internal and external body parts that are needed to make a baby
• Know how the female and male body change at puberty
• Know that personal hygiene is important during puberty and as an adult
• Know that change is a normal part of life and that some cannot be controlled and have to be accepted
• Know that change can bring about a range of different emotions |

| FRENCH | **On Y Va!**
• Name places where French is spoken and find them on a map
• Learn weather and transport words in French
• Recognise and order the days of the week in French
• Join sentences with et and mais
• Talk in French about ways in which people travel
• Understand others saying how they travel
• Recognise that some final letters in French are silent (e.g. t, d)
• Use a bilingual dictionary to find the meaning of unknown words in French
• Write about travelling to different places and the weather
• Begin to write familiar words in French from memory
• Identify ways of recalling French words

L'Argent de Poche
• Learn numbers 1–30 in French and understand them when spoken
• Say and write numbers 1–30, in sequence and out of sequence
• Ask for and give prices in euros (up to 30)
• Use the correct indefinite determiner un/une according to the gender of the noun
• Form plurals of nouns in French
• Use an adjective in French to describe an object
• Use j'ai (I have) and je n'ai pas (I have not) in sentences
• Understand someone giving a range of opinions in French
• Give an opinion in French including a reason
• Use exclamations in French to express likes and dislikes | **Raconte-moi une Histoire**
• Understand a familiar story in French
• Make links between French words and familiar words
• Use a dictionary to add to a 'qu' wordbank
• Distinguish between the French sounds on and en/an
• Understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante)
• Choose an appropriate adjective to describe a character in a sentence, applying French grammar rules
Classify words according to gender (adjectives) or phonics (on/an/en)
• Recognise numbers in 10s to 100 in French
• Count in 10s to 100 in French

Vive le Sport!
• Talk about sports, choosing the correct verb je joue à / je fais de   To understand others talking about their sporting preferences in French
• Understand that à le is contracted to au and de le to du, and apply this to speaking and writing
• Learn the names of foods in French and revise those learnt previously
• Name food items and attempt to write them in French
• Write a sentence about things that are good or bad for health
• Say and write more extended sentences about healthy lifestyles   To recognise and pronounce words containing the on sound
• Develop techniques to memorise language including making associations with previous learning. | **Le Carnaval des Animaux**
• Name and spell animals in French
• Ask and answer questions: Où habites-tu ? and Quelle heure est-il ?
• Describe characteristics in French using Je suis... (I am)
• Further the description by using appropriate adjectives according to noun gender
• Recognise and say the 'oi' sound in French words
• Understand the time in French
• Say the time (o'clock)
• Write about animals in French, including their habitat and eating habits
• Use conjunctions et and mais to join sentences

Quel-temps fait-il?
• Say what the weather is like in French
• Recognise weather expressions in French
• Use Je porte (what I am wearing) in sentences and recognise the names of items of clothing
• Understand and form the date in French
• Ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ?
• Understand the expression Quand (weather) il te faut (clothing)
• Describe clothing in French using appropriate adjectives, obeying rules of agreement
• Create a weather forecast in French
• Appreciate that zéro looks the same but is pronounced differently in English and French
• Recognise and say the sound represented by au/eau in French wordsTo recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an |