

## Year 4 Curriculum Overview 2022-2023

Subject	AUTUMN	SPRING	SUMMER
English	<p><b><u>Autumn 1</u></b></p> <p><b><u>Fantasy stories</u></b> In this unit the children will write an adventure story based on the story 'Aladdin and the Enchanted Lamp'. We will be using adjectives, expanded noun phrases and similes.</p> <p><b><u>Persuasive brochure</u></b></p> <p>The children will be writing a holiday brochure to visit Italy during this unit. The children will be learning to</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Diary writing</u></b> In this unit the children will write a diary based on The journey of Iliona. We will be learning about the past tense and using fronted adverbials.</p> <p><b><u>Persuasive advert</u></b></p> <p>In this unit the children will be writing a persuasive advert about 'An alternative to plastic straws'. The children will be using a range of persuasive vocabulary and presentation techniques.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Script</u></b> In this unit the children will write a script based on Once Upon a Raindrop.</p> <p><b><u>1<sup>st</sup> person narrative</u></b> The children will be writing a narrative based on a short Disney film called 'Feast'. The children will be using a range of Year 4 objectives which include: punctuation, expanded noun phrases, prepositions and similes.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Narrative</u></b> In this unit the children will write a narrative based on the story Escape From Pompeii. They will be using a range of Year 4 objectives to help describe characters and settings.</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Myth narrative</u></b></p> <p>In this unit the children will be writing a myth narrative based on Theseus and the Minotaur. They will be using the writing rainbow to ensure they are using a broad range of skills and language.</p> <p><b><u>Story Writing</u></b> In this unit the children will be writing a story based on the story of Flotsam. They will be describing character and setting descriptions. As well as using fronted adverbials, expanded noun phrases to deepen their description.</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Explanation text</u></b></p> <p>During this unit the children will be writing a Digestion Explanation based on Gut Garden - A Journey into the Wonderful World of your Microbiome. They will be working to consolidate all of the Year 4 objectives.</p> <p><b><u>Poetry</u></b></p> <p>Children will be writing poems based on the poem I asked the little boy who couldn't see. Aiming to use a range of descriptive and figurative language.</p>

<b>Spelling</b>	<p>Throughout the year we follow a scheme called 'No Nonsense spelling'. Each week the children will have spelling lessons linked to a specific list followed by a spelling test the following week.</p> <ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Homophones</li> <li>• Prefixes</li> <li>• ei, eigh, ey sound</li> <li>• ch sound</li> <li>• ou sound</li> <li>• adding –ing, -er, -ed, -en</li> <li>• sound g spelt gu</li> <li>• words in 'ture'</li> </ul>	<p>Throughout the year we follow a scheme called 'No Nonsense spelling'. Each week the children will have spelling lessons linked to a specific list followed by a spelling test the following week.</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Statutory words</li> <li>• Prefixes</li> <li>• Words ending in cian &amp; sion</li> <li>• Words ending in tion &amp; ssion</li> <li>• S sound spelt sc</li> <li>• Homophones</li> <li>• Suffix ous</li> <li>• Prefixes un, dis, re, &amp; sub</li> <li>• Prefixes auto, inter, super &amp; anti</li> </ul>	<p>Throughout the year we follow a scheme called 'No Nonsense spelling'. Each week the children will have spelling lessons linked to a specific list followed by a spelling test the following week.</p> <ul style="list-style-type: none"> <li>• Suffix ly</li> <li>• Apostrophe for possession</li> <li>• Homophones</li> <li>• Statutory lists</li> <li>• Suffix –ous</li> </ul>
<b>Grammar</b>	<p>This term we will begin our Grammar learning by recapping the Year 3 Grammar expectations. We will then move on to developing the children's learning by learning about:</p> <ul style="list-style-type: none"> <li>• Sentence types</li> <li>• Subordinate Clauses</li> <li>• Expanded noun phrases</li> <li>• Adjective</li> <li>• Noun</li> <li>• Fronted adverbials</li> <li>• Past tense</li> <li>• Adverbs</li> </ul>	<p>We will be embedding the previous terms learning of our grammar skills throughout our writing in English we will also begin to also focus on:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases</li> <li>• Subordinate clauses</li> </ul>	<p>Whilst we work hard to embed the Autumn and Spring Grammar skills we will also begin to deepen this learning further by using:</p> <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Progressive tense</li> <li>• Expanded noun phrases with prepositional phrases</li> </ul>

<b>Guided Reading</b>	<p>During Year 4 the 6 focus texts are:</p> <ul style="list-style-type: none"> <li>• The Great Chocoplot</li> <li>• The Abominables</li> <li>• Apes- Zebras A-Z of Shape poems</li> <li>• The Legend of Podkin one ear</li> <li>• It's a wonderful world</li> <li>• Land of Roar</li> </ul> <p>The children will be referring to the Reading Rainbow throughout the Guided Reading lessons, to dig deeper and understand in more detail the texts they are reading.</p>		
<b>Maths</b>	<p><b><u>Number - Place value.</u></b></p> <ul style="list-style-type: none"> <li>• Find 1000 more or less than a given number.</li> <li>• Recognise the place value of each digit in a four digit number.</li> <li>• Order and compare numbers beyond 1000 Identify, represent and estimate numbers.</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Solve number and practical problems.</li> <li>• Count backwards through zero to include negative numbers.</li> </ul> <p><b><u>Addition and subtraction.</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written method.</li> <li>• Adding and subtracting with renaming.</li> <li>• Adding and subtracting using mental strategies</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve addition and subtraction two</li> </ul>	<p><b><u>Further multiplication and division.</u></b></p> <ul style="list-style-type: none"> <li>• Multiplying and dividing by 0 and 1.</li> <li>• Dividing by 1.</li> <li>• Multiplying the same 2 numbers.</li> <li>• Multiplying 3 numbers and multiples of 10.</li> <li>• Multiplying and dividing 2 and 3-digit numbers.</li> <li>• Solving word problems.</li> </ul> <p><b><u>Fractions.</u></b></p> <ul style="list-style-type: none"> <li>• Count up and down in hundredths.</li> <li>• Writing mixed numbers.</li> <li>• Showing mixed numbers on a number line.</li> <li>• Finding equivalent fractions.</li> <li>• Finding mixed numbers.</li> <li>• Simplifying mixed numbers.</li> <li>• Simplifying improper fractions.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> </ul>	<p><b><u>Time.</u></b></p> <ul style="list-style-type: none"> <li>• Telling the time on a 24 hour clock.</li> <li>• Convert between minutes to seconds and hours to minutes.</li> <li>• Solve problems on duration of time.</li> <li>• Changing years to months and weeks to days.</li> <li>• Solving word problems.</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Knowing types of angles.</li> <li>• Comparing angles.</li> <li>• Classifying triangles and quadrilaterals.</li> <li>• Identifying symmetrical figures.</li> <li>• Drawing lines of symmetry.</li> <li>• Completing symmetrical figures.</li> <li>• Making symmetrical figures.</li> <li>• Sorting shapes according to their properties.</li> </ul> <p><b><u>Measurement – Area.</u></b></p> <ul style="list-style-type: none"> <li>• Measuring the surface that an object covers.</li> </ul>

step problems in contexts including use of bar models.

**Multiplication and division.**

- Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- Count in multiples of 6, 7, 9, 11 and 12.
- Use place value, known and derived facts to multiply and divide mentally, including remainders
- Solve problems involving multiplying and dividing.

Throughout the term we will continue work on developing our times table knowledge, applying these skills to all topics covered so far.

**Decimals.**

- Writing tenths and hundredths.
- Writing decimals.
- Comparing and ordering decimals.
- Making number patterns.
- Rounding decimals.
- Writing fractions as decimals.
- Dividing whole numbers by 10 and 100.

**Measurement – Money.**

- Writing, comparing and rounding amounts of money.
- Solve problems involving money.
- Estimating amounts of money.

**Measurement – mass, volume & length**

- Measuring and converting units of mass.
- Measuring and converting units of volume.
- Measuring height.
- Measuring length.
- Converting units of length.
- Measuring perimeter in different units.
- Solving problems involving scale reading.

- Measuring area.

**Statistics - Graphs.**

- Interpret and present discrete and continuous data using bar, line and picture graphs.
- Solve problems using information presented in bar charts, pictograms, tables and other graphs.

**Geometry – Position and movement.**

- Describing position.
- Plotting specified points.
- Describing movements.

**Roman numerals.**

- Writing Roman Numerals for 1 to 20.
- Writing Roman Numerals for 100.

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<b>Science</b>	<p><b><u>Habitats</u></b></p> <ul style="list-style-type: none"> <li>• To understand that anything living is called an organism</li> <li>• To know that different animals and plants are found in habitats.</li> <li>• To understand how animals adapt to their environment.</li> <li>• To know how a food chain works.</li> <li>• To observe the conditions in a local habitat and make a record of the organisms found there.</li> </ul> <p><b><u>Electricity.</u></b></p> <ul style="list-style-type: none"> <li>• To understand how an electrical circuit works.</li> <li>• To find out what materials conduct and insulate electricity.</li> <li>• To know that switches are used to break an electrical circuit.</li> <li>• To understand the importance of being safe around electricity.</li> </ul>	<p><b><u>States of matter.</u></b></p> <ul style="list-style-type: none"> <li>• To be able to identify solids, liquids and gases.</li> <li>• To understand that things melt at different temperatures.</li> <li>• To investigate states of matter, applying the skills from our previous topic.</li> </ul>	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>• To know how sounds are made.</li> <li>• To suggest how pitch can be changed.</li> <li>• To understand how sound travels.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b><u>Investigation Skills (throughout all topics)</u></b></p> <ul style="list-style-type: none"> <li>• To ask scientific questions.</li> <li>• To think about how we could find the answer to our questions.</li> <li>• To plan a fair test to answer a question.</li> <li>• To make systematic and careful observations and measurements.</li> <li>• To record findings using tables and graphs.</li> <li>• To write a conclusion using data.</li> </ul>

Computing	<p><b><u>Autumn 1</u></b></p> <p>The Internet</p>	<p><b><u>Spring 1</u></b></p> <p>Photo editing</p>	<p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>• E-Safety</li> </ul>
	<p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>• Audio</li> </ul>	<p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>• Data logging</li> </ul>	<p><b><u>Summer 2</u></b></p> <ul style="list-style-type: none"> <li>• E-Safety</li> </ul>
RE	<p><b><u>Autumn 1</u></b></p> <p><b>How did Jesus change lives?</b>  The children will be learning that:</p> <ul style="list-style-type: none"> <li>• Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women .</li> </ul> <p>And that Christians believe that:</p> <ul style="list-style-type: none"> <li>• encountering Jesus changed the lives of people who met him.</li> <li>• Jesus showed he was God's Son by performing miracles.</li> <li>• each miracle reveals something different about who Jesus is.</li> </ul> <p>They will also discuss what impact these</p>	<p><b><u>Spring 1</u></b></p> <p><b>What does it mean to be a Sikh?</b></p> <p><b><u>Spring 2</u></b></p> <p><b>How have Christians changed the world?</b>  The children will be learning:</p> <ul style="list-style-type: none"> <li>• that faith can directly influence the behaviour of Christians and motivate them to try and change things in the world that they see as wrong.</li> </ul>	<p><b><u>Summer 1</u></b></p> <p><b>How can a synagogue help us to understand the Jewish faith?</b>  The children will be learning:</p> <ul style="list-style-type: none"> <li>• the meaning behind the key features, artefacts &amp; symbols found in a synagogue.</li> <li>• that Jews believe the Torah is law, teaching and guidance.</li> <li>• how its significance is reflected in the location &amp; treatment of the scrolls.</li> </ul>

events might have on Christians today.

### **Autumn 2**

#### **What is 'wisdom'?**

The children will be learning:

- that the book of Proverbs contains some of the wisdom of King Solomon and is significant for both Jews and Christians.
- that in the Bible, many wise sayings contain pictures to help people understand.
- that for Christians, Jesus is God's wisdom in a person, teaching and showing people how to live wisely.
- that 'knowledge' and 'wisdom' are not the same thing.
- that wisdom is to do with the way that you live your life and is about both hearing and doing.
- to evaluate which (if any) wisdom has made an impact on them / other wisdom that they live their lives by.

#### **How can artists help us to understand Christmas?**

The children will be learning:

- why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus.
- that artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus.
- that the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians.

- how passages from the Bible relate to the focus of an individual's work.
- that such actions often involve personal suffering and sacrifice .
- that there are common beliefs and personal qualities which inspire action.
- to consider how the example of such individuals can influence themselves and others.

#### **How does Lent help Christians prepare for Easter?**

The children will be learning:

- about the story of Jesus in the desert and its significance at Lent for Christians.
- that Lent is a time of preparation for Christians.
- that Christians mark Lent in different ways
- that Ash Wednesday is a time for Christians to seek God's forgiveness.
- about the significance of the symbols and rituals used during Lent.

- that the teachings contained within the Torah include the *shema*, and form the core beliefs of Judaism.
- that the *shema* is both a prayer and a statement of belief.
- about the significance of the synagogue for Jews in terms of being a place for worship, learning and community.

### **Summer 2**

#### **Is Christian worship the same all around the world?**

The children will be learning:

- that Christianity is a worldwide religion.
- that in some countries, Christians are forbidden to gather for public worship.
- that the cross is an important symbol for all Christians.
- that Christian festivals are celebrated across the world, but may have different cultural traditions.
- that Christian worship, through art, music ritual and festival, varies throughout the world.
- that all Christians have a set of core beliefs that are expressed within a cultural context

<b>Geography</b>	<u><b>Italy</b></u> <ul style="list-style-type: none"> <li>• To understand the concept of country</li> <li>• Use European maps to focus on countries of Europe</li> <li>• To use maps, atlases, globes, digital mapping to locate countries studied</li> <li>• Natural: the Mediterranean – coastlines and climate</li> <li>• Italy’s physical features</li> <li>• Human features: The environmental regions, human characteristics, countries, and major cities</li> <li>• Human features: types of settlement and land use</li> <li>• Human features: economic activity including trade links</li> <li>• Human features: the distribution of natural resources: food and water</li> <li>• Compare Italy with Britain</li> </ul>	<u><b>Pollution</b></u> <p>In this unit children will be developing their understand of the different types of pollution we have; such as:</p> <ul style="list-style-type: none"> <li>- Plastic Pollution</li> <li>- Noise Pollution</li> <li>- Air Pollution</li> <li>- Water Pollution</li> </ul> <p>Children will look at how these types of pollution have affected natural resources across Europe.</p>	<u><b>Biodiversity</b></u> <p>In this unit children will learn about what Biodiversity and how they can look after their environment.</p>
<b>History</b>	<u><b>The Roman Empire and its impact on Britain</b></u> <ul style="list-style-type: none"> <li>• To understand the growth of the Roman Empire by 42 AD and the strength of its army</li> <li>• To understand Julius Caesar’s attempted invasion in 55-54 BC</li> <li>• To understand the British resistance to the Roman Invasion eg. Boudicca</li> <li>• To understand the successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• To understand the effect of the Roman Legacy on daily life in modern times</li> </ul>	<u><b>The changing power of monarchs</b></u> <ul style="list-style-type: none"> <li>• To understand how William the Conqueror changed Britain</li> <li>• To understand the significance of the Magna Carta in Britain</li> <li>• Understand why king John was an important king</li> <li>• To understand how Henry VIII was an absolute monarch</li> <li>• Understand that Queen Victoria played a role in the British Empire</li> <li>• Chronological order – Queen Victoria’s life and order of Kings and Queens on throne since 1066</li> <li>• Looking at sources – how were the kings and queens viewed by the people</li> </ul>	<u><b>Ancient Greece</b></u> <ul style="list-style-type: none"> <li>• To know where and when the Ancient Greek civilization existed and order events</li> <li>• To know significant events from the Ancient Greek History</li> <li>• To know about the Greek Empire, how it was established and maintained and the impact it had on the wider world.</li> <li>• To understand the religious beliefs of the Ancient Greek people and know some of the Gods they worshipped</li> <li>• To understand the Ancient Greek writing system and know some well-known</li> </ul>



		at the time and how are they viewed now	<p>Ancient Greek writers and stories</p> <ul style="list-style-type: none"> <li>To research and describe an Ancient Greek artefact: e.g vase</li> <li>To know and understand some Ancient Greek Myths.</li> </ul>
<b>Art</b>	<p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>Sketching</li> <li>To study great artists, architects and designers : Leonardo Da Vinci, Hector Gonalez</li> <li>Pencil drawing, shading, hatching, cross hatching, line shading, pattern</li> <li>'Study of Arms and Hands' Leonardo Da Vinci</li> </ul> <p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>Collage</li> <li>To study great artists, architects and designers Suggested Artists: Van Gogh / Michelangelo</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>	<p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>Recycled Art</li> <li>Pencil drawing, shading, hatching, cross hatching, line shading, pattern</li> <li>Make marks and lines with a wide range of drawing implements</li> <li>Observe, Annotate, discuss, question and evaluate work</li> </ul> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>Self Portraits inspired by Holbein</li> <li>Colour mixing and matching using water colours to make different shades, tint, tone, shade, explore different consistencies</li> <li>observe colours, suitable equipment for the task, watercolours,</li> </ul>	<p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>In this unit children will be studying the work of Henri Rouseau and creating their own piece of art work.</li> </ul> <p><b><u>Summer 2</u></b></p> <ul style="list-style-type: none"> <li>Colour mixing and matching; make different shades, tint, tone, shade, explore different consistencies, observe colours, suitable equipment for the task, poster paints, watercolours, colour to reflect mood.</li> </ul>
<b>DT</b>	<p>The D.T units children will be covering throughout the year during their skills afternoons are:</p> <ul style="list-style-type: none"> <li>Pavilions</li> <li>Fastenings</li> <li>Torches</li> </ul>		
<b>PSHE</b>	<p>Topics covered this term are:</p> <ul style="list-style-type: none"> <li>Being me in my world</li> <li>Celebrating differences</li> </ul>	<p>Topics covered this term are:</p> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<p>Topics covered this half term are:</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>

<p><b>PE</b></p>	<p>This term children will becoming familiar with the basic rules for a range of invasion games. They will begin applying the rules to a range of situations within a game. They will continue to develop their sporting spirit values such as; teamwork, communication, sportsmanship, encouragement and respect.</p> <p>They will continue to build on the skills they have learnt in Year 3. Learning to pass, receive and shoot the ball with increased control, continue to work successfully as a team; keeping possession and scoring goals when attacking. Children will build on their defending skills one on one and apply simple tactics to help score or gain possession.</p>	<p>After Christmas, children will be learning to refine, repeat and remember dance sequences. They will be using a stimulus imaginatively to create a sequence of movements. Children will use simple motifs and movement patterns to structure a dance individually, with a partner or in a group. They will further include formation, canon and unison to develop their dance sequence.</p>	<p>In the summer term children will be developing their striking and fielding skills in a range of different situations.</p> <p>Children will be developing their overarm and underarm throw and catching skills with increased accuracy. Will be able to use a barrier effectively to stop the ball. Children will become more confident striking a bowled ball after a bounce as well as bowling a ball with accuracy and consistency.</p> <p>In athletics children be able to demonstrate the difference between sprinting and running. Develop a range of throwing techniques, throwing a variety of objects with accuracy and power. They will also develop jumping for distance and height with control and balance.</p>
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<p><b>Music</b></p>	<p>In Year 4 the children will learn how to play either a Trumpet or Trombone. The lessons will be delivered by a Teacher from Surrey Arts. The children will be learning the names of notes, how to read music, finding the beat and rhythm.</p>	<p>In Year 4 the children will learn how to play either a Trumpet or Trombone. The lessons will be delivered by a Teacher from Surrey Arts. The children will be using the knowledge they learnt in the Autumn Term to help them play pieces of music as a class.</p>	<p>In Year 4 the children will learn how to play either a Trumpet or Trombone. The lessons will be delivered by a Teacher from Surrey Arts. The children will use their previous knowledge they've learnt to help them confidently play pieces of music in small groups and individually to an audience.</p>
<p><b>MFL</b></p>	<p>Topics covered this term are: <b><u>Revise Year 3</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>Topics covered this term are: <b><u>En Classe – The Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul> <p><b><u>At the Café</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes</li> </ul>	<p>Topics covered this term are: <b><u>Les vêtements - clothes</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences;</li> </ul>

	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul>	<p>and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>and how these differ from or are similar to English.</p> <p><b>Chez moi – At my home</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> </ul>
<p><b>Visits and special events</b></p>	<p>Chertsey Museum workshop</p>	<p>Bikeability</p>	<p>Hooke Court</p>