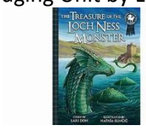
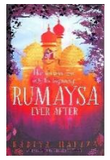
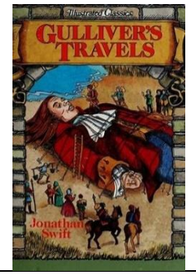
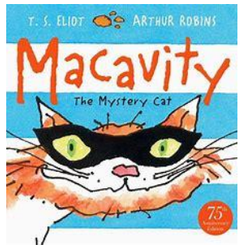
Lea Community Primary School

Year 4 Curriculum Map

Academic Year 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Topic	Could we feed the world? Science	Fact or Fiction? (Possible) English	Why are rainforests important to us? Geography	Can you help save the world? English	Were the Vikings raiders, settlers or invaders? History	Is all water wet? Science
Enrichment		Hindu visitor	Dan (Sailing on a ship and visit to Antarctica).	Egyptian visitor	Viking visitor (Staff dress up) Mosque visit	Rock and River day
Core Texts	The Treasure of the Loch Ness Monster Bridging Unit by Lari Don 	Rumaysa by Radiya Hafiza  Let it Go Song by Frozen	Last Bear by Hannah Gold 	Various persuasive texts (see link texts) Poem based on BGT Aneeshwar Kunchala audition	Gulliver's Travels by Miss Marie Crook 	Macavity by T.S Eliot 
Hinterland knowledge	**Fiction** Unsolved Mysteries of the Loch Ness monster True Story of the Loch Ness Monster The Water horse by Dick King Smith **Non Fiction** History's mysteries: Freaky phenomena: Curious clues, cold cases and puzzles Legend of Loch Ness Monster for kids Behind the Legend- The Loch Ness monster Range of websites linked to Loch Ness (See Bridging Unit)	**Fiction** Matilda Alice in Wonderland 101 Dalmatians Aladdin Peter Pan An Owl called Star **Non Fiction** Range of websites linked to Owls	**Fiction** Hunter's icy adventures The girl who went on strike to save the planet **Non Fiction** Eco Kids What is climate change? Fund out Climate Change A climate in chaos BGT- climate change audition Young people's trust for environment/ climate change Frozen planet	**Non Fiction** Eco Kids What is climate change? Fund out Climate Change A climate in chaos BGT- climate change audition Young people's trust for environment/ climate change Frozen planet **Poetry** Haiku Poems (see sightline website on climate change Haikus) The rang tan advert Greenpeace advert	**Fiction** Fig's Giants Gulliver's Travels 1939 Film on YouTube Gulliver's Travels 1977 Film Gulliver's Travels 2010 Film Dancing Bear Clockwork The Ice Palace **Non Fiction** Information texts on place chosen (linked to Geography or fictional place from novel) Planet Earth by Katie Daynes. Usborne First Encyclopaedia of Our World What is a map? from the Espresso website Artist factsheets from the Espresso website	**Non Fiction** Shaun the Space Sheep Various newspaper reports with interesting headline **Fiction** Max the detective cat Six Dinner Sid Evil Secret Society of Cats Varjak Jaw Toto the Ninja Cat To be A Cat **Poetry** Atticus Claw breaks the Law
English	Narrative Perusasive leaflets					

Maths	Telling the time Place value *Shape*	Addition and subtraction Multiplication and division *Length and perimeter*	Fractions *Area*	Decimals *Area* *Shape*	Money *Shape*	Statistics *Position and Direction*
Science	Animals: Digestion and Food <u>National Curriculum</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Electricity and Circuits <u>National Curriculum</u> 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.	Living things: Classification and changing habitats <u>National Curriculum</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Materials: States of Matter <u>National Curriculum</u> Compare and group materials together, according to whether they are solids, liquids or gases. 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.	Energy: Sound and vibrations <u>National Curriculum</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Making Connections <u>National Curriculum</u>
Working Scientifically	<u>National Curriculum</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	<u>National Curriculum</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	<u>National Curriculum</u> Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identifying differences, similarities or changes related to simple scientific ideas and processes.	<u>National Curriculum</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	<u>National Curriculum</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	
Computing	**<u>Coding</u>** <u>National Curriculum</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**<u>Online Safety</u>** **<u>Effective Searching</u>** <u>National Curriculum</u> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the	**<u>Online Safety</u>** **<u>Logo</u>** <u>National Curriculum</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**<u>Online Safety</u>** **<u>Animation</u>** <u>National Curriculum</u> 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	**<u>Spreadsheets</u>** <u>National Curriculum</u> 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,	**<u>Online Safety</u>** **<u>Hardware Investigators</u>** **<u>Making Music</u>** <u>National Curriculum</u> Understand computer networks, including the Internet; how they can provide multiple services, such as the

	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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.	opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	given goals, including collecting, analysing, evaluating and presenting data and information.	analysing, evaluating and presenting data and information.	World Wide Web; and the opportunities they offer for communication and collaboration. 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.
PSHE	**Relationships** Transition *Baseline for each unit* A World Without Judgement- Breaking down barriers Feelings and emotions- Jealousy First Aid *Online Safety- Online bullying*		**Living in the Wider World** *Baseline for each unit* First Aid Keeping Safe- Cycle Safety Being Responsible- Coming home on time The Working World- Chores at home *Online Safety*		**Health and Wellbeing** *Baseline for each unit* **Keeping and staying healthy- healthy living** **RSE**	
RE	**Hindu dharma** What might a Hindu learn through celebrating Diwali?	**Christianity** (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	**Christianity** (Jesus) Is sacrifice an important part of religious life?	**Islam** Why do Muslims fast during Ramadan?	**Christianity** (Church) What does 'love your neighbour' really mean?
Geography	**Where does our food come from?** <u>National Curriculum</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate		**Why are rainforests important to us?** <u>National Curriculum</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			**What are rivers and how are they formed?** Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment. <u>National Curriculum</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand

	countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			how some of these aspects have changed over time. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History		**How hard was it to invade and settle in Britain?** NC links: Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		**What did the Ancient Egyptians believe?** NC links: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**Were the Vikings raiders, traders or settlers?** NC link: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Local history: Cuerdale Hoard	
Music	**South America (Instrumental scheme)** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	**Rock and Roll** <u>National Curriculum</u> Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Change in pitch and tempo (Rivers)** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Samba and carnival sounds and instruments** <u>National Curriculum</u> Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Whole class music tuition Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Whole class music tuition Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music

Art	Drawing *Artists: Fernando Botero and Alberto Giacometti* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	Painting and mixed media *Artists: Margaret Olley* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history		Craft and design **Ancient Egyptian Scrolls** <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history		Sculpture and 3d *Sculptor: Sokari Douglas Camp* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history
DT		**Structure: Pavilions** Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Mechanical systems: Making a slingshot car** Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use mechanical systems in their products [for		**Electrical systems: Torches** Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	

			example, gears, pulleys, cams, levers and linkages].			
PE	Invasion Games – Basketball Invasion Games – Rugby (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance – Sparks Might Fly Invasion Games – Football (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Perform dance with a range of movements	Gymnastics Activities 1 Invasion Games – Netball (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Target Games – Dodgeball Net ands Wall Unit Core Task 2 (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Striking and Fielding – Cricket Athletics (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	OAA – Problem Solving Striking and Fielding – Rounders (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Take part in outdoor and adventurous activity challenges both individually and within a team
MFL	Portraits <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Clothes <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	French numbers, calendars and Birthdays <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written	French weather and the water cycle Links to Science States of matter <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written	French Food links to Science Nutrition <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written	French and Eurovision <u>National Curriculum objectives.</u> 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

	Appreciate stories, songs, poems and rhymes in the language.	Appreciate stories, songs, poems and rhymes in the language.	material, including through using a dictionary. Appreciate stories, songs, poems and rhymes in the language.	material, including through using a dictionary. Appreciate stories, songs, poems and rhymes in the language.	material, including through using a dictionary. Appreciate stories, songs, poems and rhymes in the language.	Appreciate stories, songs, poems and rhymes in the language.