

Year 6 Knowledge Organisers

Useful Information

- Home Learning will be sent home every Friday on Google Classroom and should be completed by the following
 Thursday and handed in to the class teacher (You will find your child's login information in the front of the yellow
 reading record/diary).
- Spellings will be shared on Google Classroom and with the children each week. There will be a spelling test every Friday. Please support your child by practising their spellings with them.
- Children will continue to wear their PE kits to school on PE/Enrichment days (if in Mr Hambleton's group see below).
- There will be plenty of other occasions for sport throughout the week and as such a spare pair of trainers must be left in school at all times. These may need replacing as children outgrow them.
- Wellies are also to be in school at all times so that children have access to the full curriculum.
- Your child's enrichment group for each term will be communicated to them and to parents/carers via google classroom.

Please note, on your child's Enrichment day they will need:

Cookery – a plastic food container to bring their food home.

- •Mr Hambleton to come into school wearing their PE kits.
- Earth Adventures A spare pair of jogging bottoms/trousers in case they get wet.

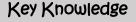
Monday Tuesday	Wednesday	Thursday	Friday
Enrichment Mr Hambleton's group to be in PE kit Mrs Terry's cooking group to bring a pot to transfer scrumptious make home!	PE (Remember to come in your PE kit for the day!)	Link Learning from the previous week due in	Spelling Test New Link Learning provided on Google Classroom and sent home

Handball

Essential Vocabulary	
Şideways	To, towards or from the side
Receiving	The act of obtaining the ball from a pass or an interception, getting it under control
Fake and go	Manoeuvres an offensive player uses to move a defensive player out of position
Accuracy	the ability to perform movements and skills with precision
Şignal	A way of communicating something to your team.
Ball Carrier	The player who is carrying (and trying to advance) the ball on an offensive play
Anticipate	To expect or predict

Links to Prior Learning

- Passing with accuracy in Key Stage 1
- Communicating as a team in Year 3 and 4
- Learning the rules of invasion games in Key Stage 2.
- · Attacking and defending principles in Year 5.



- · To get sideways on when throwing over- arm
- Why turning side-ways-on is important when receiving a ball
- What the court markings symbolise in handball
- How to work constructively as a member of a team
- · The basic rules of handball
- · How to 'fake and go' and when to use it
- That I need to be aware of the positions of others when moving around court.

Key Skills

- Receive the ball sideways on
- Get into a good ready position to move quickly and receive the ball
- · Send a ball accurately
- Move into a space and signal to receive the ball
- Passing quickly to catch out the opposition
- Pass and move to sup-port the ball Carrier.
- Anticipate the play.
- Shoot with power and accuracy.
- · Pass out of the back of my hand
- Think ahead and release the ball early when in possession
- Disguise passes and dummy pass



- · What are the rules of handball?
- Why is it important to receive the ball sideways on?
- Can you show me a "fake and go"?
- What is a good ready position?
- What do you need to do to make sure the ball goes accurately?
- Why is it beneficial to release the ball early?













Essential Vocabulary		
Rehabilitation	Helping someone become better and make positive changes in their behaviour or life	
Justice	Making things fair and right, especially when someone has been treated unfairly	
Jury	A group of people who listen to the facts in a trial and decide if someone is guilty or innocent	
Treason	When someone betrays their own country or government	
Innocent	When someone didn't do something wrong or isn't guilty of a Crime	
Guilty	When someone did something wrong or is responsible for a crime	
Transportation	a punishment where people were sent to another country as a way to be punished for their Crimes	
Execution	A very serious punishment where someone is put to death as a consequence for a serious crime	









Links to Prior Learning

- Chronology throughout all year groups
- Use of sources (historical interpretation)

Key Knowledge

- Crimes can be detected, prevented and reprimanded.
- · Crimes: theft, murder, treason, cybercrime, identity theft
- Punishments: trial by ordeal, mutilation, burning, Judas Cradle, the brank, the rack, prison, death penalty, rehabilitation
- Detections: hue and cry
- Guy Fawkes wanted to kill King James I because he was angry with the king's policies towards Catholics and wanted to bring change.
- Piracy is when people steal things from ships or take control of them without permission, usually on the sea. It spread during the 16th and 17th Centuries because there were conflicts between nations, limited law enforcement at sea, and opportunities for pirates to attack and plunder Valuable ships.
- Robert Peel founder of modern policing and the Metropolitan Police Force in London

- How are crimes and punishments categorised?
- How did communities deal with crimes between 1250 and 1500?
- What is treason?
- How did communities deal with crimes between 1500 and 1700?
- Why did Guy Fawkes want to kill King James 1 in 1605?
- Why did piracy spread during the 16th and 17th centuries?
- Why were people accused of witchcraft?
- Who was Robert Peel?
- How have modern day crimes developed since 1900's?

PSHE/RSE Knowledge Organiser Year 6 Autumn Term

How can we keep healthy as we grow?

	Essential Vocabulary
illegal	illegal is something that is against the law
peer pressure	Peer pressure is when your friends or people your age try to make you do things you don't want to do – "everyone's going it!"
addiction	when someone really, really likes something or wants something a lot, and they Can't stop doing it or using it even when it's not good for them
lifestyle	Lifestyle is the way you live your life every day. It's about the things you do, the places you go, and the people you spend time with

Links to Prior Learning.

- What helps us stay healthy? (Year 1)
- What helps us to grow and stay healthy? (Year 2)
- What helps us stay safe? (Year 2 and 3)
- How can drugs common to everyday life affect life? (Year

Key Knowledge

- know how mental and physical health are linked
- learn how positive friendships and being involved in activities such as Clubs and Community groups support wellbeing
- know how to make choices that support a healthy, balanced lifestyle
 including: how to plan a healthy meal, how to stay physically active and
 how to maintain good dental health, including oral hygiene, food and drink
 choices
- know know how to benefit from and stay safe in the sun
- know how and why to balance time spent online with other activities
- know how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
- know how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help Change or break an unhealthy habit or take up a new healthy one
- Know how legal and illegal drugs (legal and illegal) Can affect health and how to manage situations involving them
- know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can happen at any time and build up if they are not recognised, managed, or if help is not sought early on
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

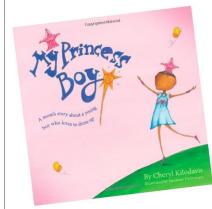


Key Questions

- What is physical health and mental health and how are they linked?
- How does belonging to a group help my mental health?
- What is a healthy, balanced lifestyle?
- Why is sleep important?
- How do we stay safe in the sun?
- Who do I ask for help with my mental health?

RSE No Outsiders

These No Outsiders books will provide opportunity to discuss racism and diversity.







Year 6- Textiles- Weaving, Caroline Gregson







Essential Vocabulary		
Weaving	The craft or action of forming fabric by interlacing threads	
Millom	A tree or shrub of temperate climates which typically has narrow leaves	
\$Culpture	The art of making three- dimensional representative or abstract forms, especially by Carving stone or wood.	
Warp	On a loom, threads are first stretched lengthwise: this is called the warp.	
Weft	At right angles to it, a shuttle coil moves back and forth, bringing in the cross wires: the weft.	

Key Knowledge

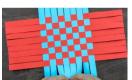
- Caroline Gregson is a willow sculptor.
- She is inspired by the natural world and makes willow sculptures representing the essence of animals, birds and other living forms.
- She loves to present movement and vitality in her work.
- Willow branches must be dried in order to remove the sap. After the strands have been dried, they should be soaked in order to make them more flexible.
- This may be confusing to a beginning weaver, as the first step involves drying the strands.
 The purpose in doing so is to remove the sap, while soaking the branches allows moisture to penetrate the wood, making it more flexible for willow weaving

Lime Tree Primary Academy BRIGHT FUTURES EDUCATIONAL TRUST

Key skills

Paper weaving





Weaving with thread



Willow weaving







Key Questions

- · Who is Caroline Gregson?
- What is a sculptor?
- How do you prepare the willow?
- Why should we use natural materials?

Links to Prior Learning

- Year 3 textiles, Harriet Powers
- · Year 2 textiles, weaving

Structures - Playgrounds



Essential Vocabulary		
Apparatus	Equipment designed foe recreation and play, such as seesaws and swings.	
Bench hook	A tool which hooks onto the edge of the workbench. It's used to hold woodwork still when sawing.	
Domei	Wood in the shape of a cylinder. Dowels come in all different sizes and thickness.	
Modify	To Change something to improve or fix it.	
Prototype	A simple model that lets you test out your idea and how it will look and work.	
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.	
Vice	A piece of equipment used to hold an object still while you work on it.	

Links to Prior Learning

- In year 5 we constructure bridges. We learnt about types of bridges and the affect weight hand on its loading Capacity.
- We learnt how to make trusses using various materials and tested these against our design brief.

Key Knowledge

- Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.
- Considering effective and ineffective designs.
- Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measuring, marking and cutting wood to Create a range of structures.
- Using a range of materials to reinforce and add decoration to structures.
- Improving a design plan based on peer evaluation.
- Testing and adapting a design to improve it as it is developed.
- Identifying what makes a successful structure.

Key Skills

- To know that structures can be strengthened by manipulating materials and shapes.
- To understand what a 'footprint plan' is.
- To understand that in the real world, design can impact users in positive and negative ways.
- To know that a prototype is a Cheap model to test a design idea.

Key Questions

Before sawing a piece of wood, what is essential before starting?

What is the name of the device that holds your wood securely?

How does a prototype improve your final product?

What type of dowel would be best suited for a Zipline in a park and why?

What Can you do to ensure that your playground is fit for purpose before finalizing?

What is a footprint plan and are they effective?



Place Value - Number

Numbers to 1,000,000

Numbers to 10,000,000

Round any integer

Negative numbers

Essential Vocabulary	
Place value	The numerical Value that a digit has
Rounding	Alter a number to one less exact but more convenient for calculations
Interval	Numbers that come in between two other numbers
Equivalent	When two or more quantities have the same value
Negative number	人 number less than Zero that has a – before it
Compare	To view something in relation to another
Convert	To Change a Value or expression from one Version to another

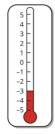
Read and write numbers to 10,000,000 Number line to 10,000,000 Compare and order any integers

Our Small Steps of Learning

Links to Prior Learning

- Recognise the values of digits from KS1
- Partitioning numbers from EYFS
- Solving problems with negative numbers in Year 5.
- Rounding to different numbers in Year 4 + 5

Bradford	2 °C
Harlow	-3 °C
Aberdeen	-7 °C
Southampton	4 °C



Key Knowledge

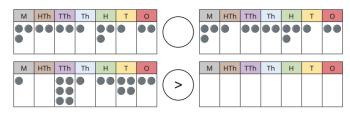
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Solve number and practical problems that involve the above
- Round any whole number to a required degree of accuracy
- Solve number and practical problems that involve the above
- (Ise negative numbers in context, and Calculate intervals across Zero
- Solve number and practical problems that involve the above



Key Questions

- Where do the commas go when you write one million in figures?
- If 1,000,000 is the whole, what could the parts be?
- What is the value of each digit in the number?
- How do you write "one million" in words and numerals?
- If you move a digit one/two places to the left in a place value chart, how many times greater is the value of the digit?
- How many small divisions are there between each of the large divisions on the number line? What is each small interval worth?
- What is the difference between ascending and descending order?
- What is different about comparing numbers with the same number of digits and Comparing numbers with different numbers of digits?
- Which place value column should you look at to round the number to the nearest ten/hundred/thousand/ten thousand/ hundred thousand/million?
- What is the most appropriate way of rounding this number?
- What is the same and what is different about the numbers 2 and -2 (negative
- How do you find the difference between a positive number and a negative number?

Complete the statements to make them true.



Addition, Subtraction, Multiplication and Division - Number

Essential Vocabulary		
Total	Including everything added together	
Addition	The action or process of adding something to something else	
Subtraction	To take away from something else to decrease the size, number or amount	
Column method	A mathematical method of Calculation where the numbers to be added or subtracted are set out above one another in columns	
Inverse	The opposite	
Remainder	An amount left over after division	
Short division	Formal method used when dividing by a one digit number	
Long division	Formal method used to divide large numbers into smaller groups or parts	
Order of operations	The rule that tells us which order we should solve an expression with multiple operations	

Links to Prior Learning

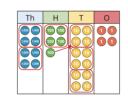
- Number bonds in Key Stage 1 and EYFS.
- Adding and subtracting mentally in Year 2, 3, 4 + 5
- Estimate answers and check using the inverse in KS2
- Solving problems and missing number problems in Year KS2
- Formal methods of addition, subtraction, multiplication and division

Our Small Steps of Learning

Step 1	Add and subtract integers
Step 2	Common factors
Step 3	Common multiples
Step 4	Rules of divisibility
Step 5	Primes to 100
Step 6	Square and cube numbers
Step 7	Multiply up to a 4-digit number by a 2-digit number
Step 8	Solve problems with multiplication
Step 9	Short division
Step 10	Division using factors
Step 11	Introduction to long division
Step 12	Long division with remainders
Step 13	Solve problems with division
Step 14	Solve multi-step problems
Step 15	Order of operations
Step 16	Mental calculations and estimation
Step 17	Reason from known facts

2 1 3 1

4 8 5 12 4





Key Questions

- What is important to remember when you begin to multiply by the tens digit?
- What is the quickest way of multiplying whole numbers by 10/100/1,000?
- What do you do with any remaining ones at the end of a division?
- What numbers do you find it easy to divide by?
- How can you use multiples to divide by a 2-digit number?
- Is this step an addition, a subtraction, a multiplication or a division? How Can you tell?
- Why are estimates to the answers of Calculations useful?

Key Knowledge

- Solve addition and subtraction multi-step problems in contexts, deciding which
 operations and methods to use and why
- Solve problems involving addition, & subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Identify common factors, common multiples and prime numbers
- Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication
- Perform mental calculations, including with mixed operations and large numbers
- Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Solve addition and subtraction multi-step problems in contexts, deciding which
 operations and methods to use and why
- Perform mental Calculations, including with mixed operations and large numbers • Use their knowledge of the order of operations to Carry out Calculations involving the four operations
- Use estimation to Check answers to Calculations and determine, in the Context
 of a problem, an appropriate degree of accuracy

Science Knowledge Organiser Year 6 Autumn 1

Living Things and their Habitats



Links to Prior Learning

Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) Explore and use classification keys to help group, identify and

their local and wider environment. (Y4 - Living things and their habitats) Describe the differences in the

name a variety of living things in

life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)

Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)

Enquiry Skills - Science Disciplines

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- (Jsing test results to make predictions to set up further Comparative and fair tests

Key Knowledge

Living things and their habitats/Animals Inc Humans

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific Characteristics

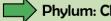
Describe the changes as humans develop to old age.

Essential Vocabulary	
respiration	Is the process that II living things go through to Create the energy they need to live?
Vertebrate	is an animal with a backbone
invertebrate	is an animal without a backbone
Classification	Living things can be divided into groups by looking at similarities and differences

Key Questions

- How can we group living things using a classification key?
- What is the Linnaean system?
- What is a microorganism?

Human Classification – from vague to specific

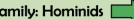














Computing systems and networks - Communication and collaboration



Essential Vocabulary	
Internet Protocol (IP) address	A unique numerical identifier for every device or network that connects to the internet.
Communication	Sending or receiving information-can be done through different forms.
Public information	Any information, regardless of form or format that is made available to the public.
Private information	Information that is associated with a person's group or life-includes restricted material.
Data payload	The carrying capacity of a data packet to transmit information.

Links to Prior Learning

- This unit progresses learning and knowledge of computer systems and online collaborative working.
- In Year 5 we recognized the role of computer systems in our lives.
- In Year 5 we learned how to appropriately use a search engine.

Key Knowledge

- Explain the importance of internet addresses.
- Recognise how data is transferred across the internet.
- Explain how storing information online can help people work together.
- · Recognise how we communicate using technology.
- · Identify ways in which people work together online.
- Understand how to communicate responsibly online.

Key Skills

- Evaluate different ways of working together online.
- Evaluate different methods of online communication.
- Consider what should or should not be shared on the internet.
- Understand the key safety elements of staying safe online.

- What is an internet address?
- How is data transferred?
- How does the internet help people to work together collaboratively?
- Can you identify different ways of working together online?
- Identify different ways in which people communicate online.
- Why may communication online sometimes become problematic?



The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)



Essential Vocabulary		
Texture	The layers of sound working together to	
	make music interesting to listen to.	
Timbre	The sound quality of all instruments,	
	including the voice.	
Structure	Referring to how the piece of music is	
	constructed with an introduction, verse,	
	chorus and ending perhaps.	
Notation	The link between sound and symbol.	
Tempo	The speed of music; fast, slow or in between.	
Dynamics	How loud or quiet the music is	

Key Questions Listening

- What is the mood/feeling of pieces of the piece of music?
- Who is the composer/writer?
- Which genre is the piece of music?

Singing

- What are the key principles to warming up our voices?
- Is your voice ready for singing? Why/why not?

Perform (instrumental and vocal)

- How can you engage with the audience to enhance the quality of your performance?
- What were your reflections on the live/recorded performance?

Links to Prior Learning

In Year 5 (Summer term), children learned to compose short pieces of music, structured with an opening, middle and repeated section. Children learned to record their ideas using graphic symbols and staff notations in some instances.

Key Knowledge

- Recognising the difference between note values such as semibreves, minims, crotchets, rests and paired quavers.
- Read pitch notation within an octave, thus playing a 4 bar phrase from notation and confidently identifying note names and durations.

Wider Opportunities		
Listening suggestions for this term		
SAMUEL BARBER ADAGIO CONSTRUES	Adagio by Samuel Barber	
THE PLANETS	The Planets by Gustav Holst	
Spile Hacks	Stille Nacht by Franz Xaver Gruber	

Music groups in our local area

- Trafford Music Service (Choirs and instrument Jessons)
- Sale Youth Choir
- One Education Music Centre
- Greater Manchester Music Hub

Fiction - Historical Narratives and Flashbacks

Essential Vocabulary		
passive verbs	When the subject of the sentence isn't doing something, the verb is passive. For example: Stars were painted on the doors overnight.	
expanded noun phrase	A group of words which contains a noun and adjectives to describe it, but not a verb. For example: the hidden, narrow doorway	
figurative language	Uses words and ideas to suggest meaning and create mental images. The five main types of figurative language are simile, metaphor, personification, hyperbole and onomatopoeia.	
cohesive devices	These help writing to flow, by joining ideas, linking concepts, time or place, or providing clarity. They include punctuation like ellipses and parentheses, and the use of pronouns, synonyms and adverbials.	
flashback	A narrative device that is usually used after something important has happened or been revealed in the story. They take the reader back in time to the important event.	
diary entry	Usually written by a Character to their diary in an informal letter format, explaining and giving opinions about something that has happened to them.	

Key Knowledge

Our writing will be inspired by Jo Hoestlandt's 'Star of Fear, Star of Hope,' a book set in France during the Nazi occupation of World War II.

We will sensitively explore the topic of The Holocaust, writing a narrative that includes a flashback from the point of view of a character in the original story. We will also write a non-chronological report on the subject of World Wars, conflict and refugees.

Additionally, we will use drama activities to help us understand feelings of exclusion and segregation. We will create diary entries and write letters in Character, and produce short newspaper reports around poignant scenes from the book.



Links to Prior Learning

- English diary entries (Yr 3-5), narrative writing (Yr 1-5), letter writing (Yr 3), historical fiction (Yr 4)
- History Local History Study: The Blitz (Yr 2)
- No Outsiders Curriculum



Key Skills

- Use expanded noun phrases to convey complicated information concisely
- (Jse passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- (Jse paragraphs to vary pace and emphasis
- Integrate dialogue to Convey Character and advance the action
- Use small details for characters to amuse, entertain or create drama
- Engage the reader by selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language
- Manipulate structure using a flashback

- What does 'persecution' mean and why does this happen?
- What was The Holocaust?
- How would it feel to be labelled as different or 'other'?
- What would it be like to have to go into hiding?
- How do you feel about helping people who are persecuted?

What do religions say to us when life gets hard?

Essential Vocabulary		
Tradition	The transmission of customs or beliefs from generation to generation.	
Bereaved	Deprived of a close relation or friend through their death.	
Judgement	The ability to make considered decisions based on actions.	
Şalvation	Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ.	
Liturgy	$\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ $	
Ceremony	A formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary.	
Reincarnation	A person or animal in whom a particular soul is believed to have been reborn.	

Links to Prior Learning

- Who is a Christian and what do they believe? Year 1
- Who is a Muslim and what do they believe? Year 2
- Who is Jewish and what do they believe? Year 2
- What do different people believe about God? Year 3
- Why do some people believe God exists? (Christians and nonreligious Humanists.) Year 4

Key Knowledge

- I can ask questions about life, death, suffering, and what matters most in life.
- Some 'big questions' do not have easy answers, and people offer different answers to some of the big questions about life, death, suffering etc.
- Prayer gives a sense of purpose, a guide to deciding what is right and wrong, membership of a Community who care for each other and opportunities to Celebrate together.
- Most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.

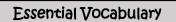
· Key Skills

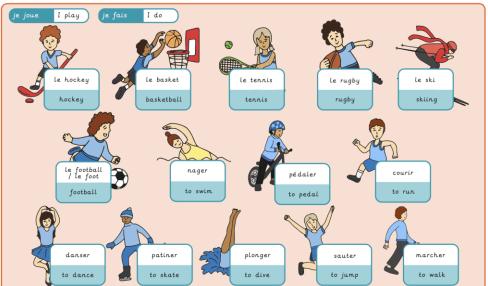
- Use religious and philosophical terminology and concepts to explain religious beliefs and values systems.
- Explain some of the challenges offered by a variety of religions and beliefs in the contemporary world.
- Interpret the significance and impact of different forms of religious and spiritual expression.
- Identify the influences on, and distinguish between, different viewpoints within religion and beliefs.



- What matters most in life?
- How do people differ in their opinions on dealing with difficulties?
- How do religions offer guidance when life gets hard?
- What do difference religions says about life after death?
- How might artwork help people come to terms with death?
- What are the similarities and differences between religious ceremonies?
- How are prayers, liturgies, meditation and songs/hymns used to help people deal with tough times?

French - 'Sports & The Olympics' Year 6 Autumn 1







he likes

she likes elle adore

he loves

je joue au tennis

I play tennis

j**e fais du** ski

I do some skiing

Key Skills

- Developing extended sentences, for example to justify a fact or opinion.
- Discussing strategies for remembering and applying pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Comparing and applying pronunciation rules or patterns from known vocabulary.
- Recalling and performing an extended song or rhyme.
- Reading and using language detective skills to assess meaning including sentence structure.
- Choosing words, phrases, sentences and writing as text or captions.
- Recognising and using verbs in different tenses.
- Recognising and applying verb endings for present regular 'er' verbs.
- Learning and using some common irregular verbs, e.g. 'faire' 'to make/do'.

Links to Prior Learning

- To understand that French verbs take different forms.
- To know that the infinitive is the basic form of the verp which in English is usually expressed as 'to [do something]' (e.g. 'to run').
- To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end ir and those that end -re.
- To know that the ending of regular -er verbs changes to go with the subject pronoun.
- To know that the French use guillemets << >> in the same way
 that the speech marks are used in English.
- To know that some verbs do not follow regular patterns, such as 'avoir' (to have) and 'être' (to be).
- To know how to conjugate the verbs 'avoir' and 'être'.



Key Questions

- What is a cognate and a near cognate?
- Can you work out what each of the French words mean?
- Are you pronouncing these different sport words correctly?
- Can you spot any cognates or near cognates or other clues to work out the meaning of the French words?

Key Knowledge

- Know that we use the verb 'jouer' (to play) with some sports and 'faire' (to make) with other sports.
- Know the French word for countries around the world.
- Know that the way verbs change to match the pronoun is called conjugation.
- Know each part of the verb 'aller' (to go), depending on the pronoun.
- Know that different prepositions are used
- Say going to a country: 'en' if the country is feminine singular (e.g. en France) 'au' if the country is masculine singular (e.g. au Canada) 'aux' if the country is plural (e.g. aux États-Unis d'Amérique).
- Know that the Tour de France is a world famous cycling race that takes place in France each year.
- Know that pétanque is a popular French game sometimes known as boules.
- Know a range of techniques that can be used to learn new vocabulary.