



Year 4 - Printing - Aboriginal Art



Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Aboriginal	Aboriginal means 'original inhabitant' belonging or relating to one of the tribes living in Australia when Europeans arrived there.
Printing	Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.
Resist Printing	In resist printing, the fabric is first printed in a design with a chemical that resists dye. The fabric is then dyed. The resist chemistry will leave the fabric white or a lighter version of the base colour in the printed areas.
Marbling	Marbling is the art of printing multi-coloured swirled or stone-like patterns on paper or fabric.
Silkscreen Printing	Silkscreen Printing is a stencilling method that involves printing ink through stencils that are supported by a porous fabric mesh stretched across a frame called a screen.

Key Knowledge

- Aboriginal artwork dates back as far as 60,000 years ago.
- There was no written language for Aboriginal people so they communicated their important cultural stories through the generations using symbols and pictures through their artwork.
- Ochre (a natural yellowish red clay) was used to paint the symbols and pictures on rocks.
- The main theme for the stories and messages conveyed was to communicate knowledge of the land, events and beliefs of the Aboriginal people.

Key Questions

- When was Aboriginal art first created?
- What was the purpose for the Aboriginals to create the artwork?
- What did they use as their media?
- What messages were communicated through the artwork?

Links to Prior Learning

- EYFS- Printing
- Year 1- African Art
- Year 2- Indian Art

Key skills

Printing



Resist printing



Marbling



Silkscreen Printing



Year 4 - Autumn 1 - Computing

Programming: Repetition in Shapes



Essential Vocabulary

Input Device:	Tool used to enter data into a computer.
Repeat:	Looping a set of instructions.
Code Snippet:	Small section of reusable code.
Debug:	Identify and fix errors in the code.
Count-Control Loop:	Loop with a specified number of repetitions.
Logging:	Recording and storing data for analysis.
Data Point:	Individual piece of information.
Decompose:	Break down a problem into smaller parts.
Import:	Bring data into a program or system.
Export:	Save and send data out of a program or system.
Procedure:	A set of instructions or steps to perform a task.
Algorithm:	Step-by-step procedure or formula for problem-solving.
Analyse:	Examine and interpret data.
Review:	Assess or evaluate a process or outcome.
Conclusion:	Final decision or judgment based on analysis.

Links to Prior Learning

- In Year 3, Children learnt to program sounds and audio within Scratch.

Key Knowledge

I can program a computer by typing commands
 I can explain the effect of changing a value of a command
 I can create a code snippet for a given purpose
 I can use a template to create a design for my program
 I can write an algorithm to produce a given outcome
 I can test my algorithm in a text-based language
 I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves
 I can identify patterns in a sequence
 I can use a count-controlled loop to produce a given outcome
 I can identify the effect of changing the number of times a task is repeated
 I can predict the outcome of a program containing a count-controlled loop
 I can choose which values to change in a loop

Online Safety

Online Bullying

I know that what I do online can affect other people's feelings
 I understand that what I do online can influence how someone feels about me
 I understand I should not be mean online

Key Questions

How do different input devices impact data collection in programming?
 What advantages do repeat and count-control loops offer in efficient data handling?
 How can code snippets improve code organization when working with data in programming?
 Why is debugging crucial in data-focused programming, and how can errors be identified and resolved effectively?
 How do procedures and algorithms contribute to systematic data processing and problem-solving in programming?

Key Skills

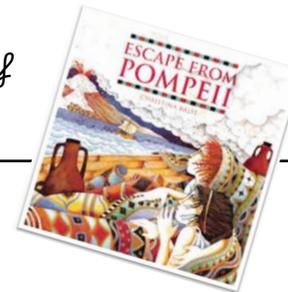
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
 Use logical reasoning 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

Historical Narrative



Essential Vocabulary	
proper noun	A noun that serves as the name for a specific place, person or thing.
singular noun possession	Nouns that show ownership or a direct connection. e.g. cat - cat's
dialogue	A conversation between two or more people as a feature of a book, play or film.
fronted adverbial	Words or phrases placed at the beginning of a sentence which are used to describe the action that follows. e.g. Without stopping, he ran
narrative	The spoke or written account of connected events; a story.
direct speech	The reporting of speech by repeating the actual words of a speaker, indicated by the use of speech marks.
verb inflections	Inflections indicate tense. 's' indicates the present tense. 'ed' indicates the past tense.

Key Knowledge
<p>This half term we will be reading the book 'Escape to Pompeii'. This book follows two friends who live in Pompeii overlooking the bay of Naples, until one day Vesuvius, the city's famous volcano erupted covering the city in a layer of ash and dust. The children manage to escape the city, but where will this adventure take them?</p> <p>We will explore life through the eyes and minds of the characters in the book by using role play, writing setting descriptions and recounts of the events that unfolded in the style of a diary entry.</p> <p>We will end this unit by writing the story from one of the children's point of view, or the view of the rescue captain.</p>



Links to Prior Learning
<ul style="list-style-type: none"> R.E - Geography - 'The Wider World' (Year 2) English- Recount from a character perspective- KSI and KS2

Key Skills

- Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)
- Use conjunctions, adverbs and prepositions to express time, place and cause
- Create characters, settings and plot in narrative
- Group related ideas into paragraphs
- Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
- Use Standard English for verb inflections
- Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)
- Use and punctuate direct speech (using dialogue to show the relationship between characters)

Key Questions

- Where is the city of Pompeii located?
- Why did the volcano erupt?
- How do you think the children escaped?
- Where do you think the children will relocate to?



Essential Vocabulary	
Physical geography	vegetation, mountains, earthquakes, tectonic plates, volcanoes, erosion, relief map, topography, climate zones, biomes, the water cycle, rivers, mouth, source, meander, flow, sediments, deposits, oceans, seas, tributary, valley, ox-bow lake, inland, flooding, deforestation
Human geography	types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water, flood defences
Locational	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle

Spring 1 - Key Knowledge
<ul style="list-style-type: none"> • Knowledge of the key aspects of physical geography, including rivers and mountains. • Knowledge of the process of the water cycle. • Knowledge of how rivers change from their source to their mouth, and how the landscape and land use changes along the course of the river. • Knowledge of the locations of rivers and canals and how waterways are linked. • Knowledge of connections between mountains and rivers and physical processes.
Spring 2 - Key Knowledge and Fieldwork Skills
<ul style="list-style-type: none"> • Knowledge of the geographical similarities and differences between The North West of England and a chosen region in The Balkans, Europe. • Knowledge of settlement, land use, economic activity and natural resource distribution in the countries studied. • Observe, measure and record the local geography using sketch maps and graphs. • Conduct surveys and simple questionnaires • Use of simple equipment such as quadrats to measure and record data.

Story Stimulus
<p>The River by Hanako Clulow</p>
Fieldwork Visit
<ul style="list-style-type: none"> • Fieldwork case study - The River Mersey at Sale Water Park - A local river study of the River Mersey.

Key Skills
<ul style="list-style-type: none"> • Name and locate some of the world's countries on a map, focussing on Europe as well as regions in the U.K. Notice their environmental regions, key physical and human characteristics, major cities within them and some topographical features too. • Use of a wider geographical vocabulary bank to describe places or geographical features in different ways. Use of mathematical and scientific vocabulary to describe geographical features and processes. • Use of world maps, atlases and globes and OS symbols to identify human and physical characteristics of regions in Europe. • Use of atlas indexes to locate places, as well as use of a key. Using maps, scale/distances are understood in conjunction with mathematical skills. • Use of the 8 points of a compass and 4 figure coordinates. Use of ariel photographs and satellite images.

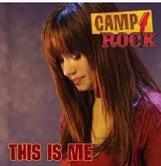
The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 2)

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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • What are the key principles to warming up our voices? • Is your voice ready for singing? Why/why not?
Perform (instrumental and vocal)
<ul style="list-style-type: none"> • How can you engage with the audience to enhance the quality of your performance? • What were your reflections on the live/recorded performance? • How will you work effectively to improvise a successful performance?

Links to Prior Learning
In Autumn, Year 4 have learned to play Samba instruments as part of an ensemble by collaborating between classes to deliver a performance to an audience.

Key Knowledge
<ul style="list-style-type: none"> • The difference between minims, crotchets, paired quavers and rests. • Recognising the mood and feeling of pieces of music from a range of genres and cultures such as 20th Century, Calypso, Rhythm and Blues and Bhangra. • Recognise major and minor chords and how they contribute to creating specific moods in pieces of music.

Wider Opportunities	
Listening suggestions for this term	
	David Bowie Space Oddity
	Oasis Wonderwall
	Demi Lovato This is Me
Music groups in our local area	
<ul style="list-style-type: none"> • Trafford Music Service (choirs and instrument lessons) • Sale Youth Choir • One Education Music Centre • Greater Manchester Music Hub 	

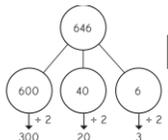
Multiplication and Division - Number



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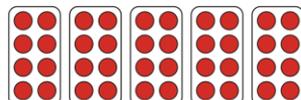
Essential Vocabulary	
Multiply	increase greatly in number or quantity by the same amount
Divide	Separate into equal groups
Array	Arrangement of objects, pictures, or numbers in rows and columns
Multiplication fact	The product of two specific numbers
Partition	Splitting numbers into smaller parts to make them easier to work with
Lots of	A specific number of a group
Groups of	A number of equally split groups

Links to Prior Learning	
<ul style="list-style-type: none"> In Year 2, show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot. In Year 1 & 2, count in steps of 2, 5 and 10 and recall times table facts for these numbers In EYFS understanding that some quantities will share and some will not. In Year 3, solve problems with multiplication and division. 	



$$646 + 2 = 300 + 20 + 3 = 323$$

How does the array show $(4 \times 2) \times 5$?



Our Small Steps of Learning

- Step 1 Multiples of 3
- Step 2 Multiply and divide by 6
- Step 3 6 times-table and division facts
- Step 4 Multiply and divide by 9
- Step 5 9 times-table and division facts
- Step 6 The 3, 6 and 9 times-tables
- Step 7 Multiply and divide by 7
- Step 8 7 times-table and division facts
- Step 9 11 times-table and division facts
- Step 10 12 times-table and division facts
- Step 11 Multiply by 1 and 0
- Step 12 Divide a number by 1 and itself
- Step 13 Multiply three numbers
- Step 1 Factor pairs
- Step 2 Use factor pairs
- Step 3 Multiply by 10
- Step 4 Multiply by 100
- Step 5 Divide by 10
- Step 6 Divide by 100
- Step 7 Related facts - multiplication and division
- Step 8 Informal written methods for multiplication
- Step 9 Multiply a 2-digit number by a 1-digit number
- Step 10 Multiply a 3-digit number by a 1-digit number
- Step 11 Divide a 2-digit number by a 1-digit number (1)
- Step 12 Divide a 2-digit number by a 1-digit number (2)
- Step 13 Divide a 3-digit number by a 1-digit number
- Step 14 Correspondence problems
- Step 15 Efficient multiplication

Key Questions

- What does commutative mean?
- How can you use facts from the 5 times-table to work out facts in the 6 times-table?
- What patterns can you see in the 9 times-table?
- If you know a multiplication sentence, what division sentences can you find?
- How many equal groups are there?
- What strategies can you use to work out a 7 times-table fact that you do not yet know? What other times-tables can you use?
- What is the same and what is different about multiplying by 1 and dividing by 1?
- What is the best way to partition the number to help you work out the division?
- Can the counters be shared equally? If not, how many are left over?

Key Knowledge

- Recall multiplication and division facts for multiplication tables up to 12×12
- Recognise and use factor pairs and commutativity in mental calculations
- Count in multiples of 6, 7, 9, 25 and 1,000
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout

Year 4 - Autumn 2 & Spring 1 - Maths

Length and Perimeter - Measurement



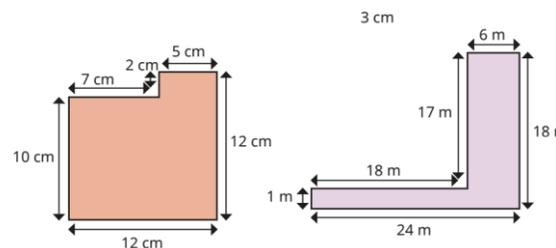
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Essential Vocabulary	
Length	The measurement of something from end to end
Height	The vertical measurement or distance measured from top to bottom
Width	The horizontal measurement or distance measured from side to side
Perimeter	The continuous line forming the boundary of a 2D shape.
Rectilinear shape	A 2D flat shape that has straight sides
Regular polygon	A 2D shape made by joining 3 or more straight lines where all sides and angles are equal
Irregular polygon	A 2D shape made by joining 3 or more straight lines where sides and angles are not all the same

Our Small Steps of Learning	
Step 1	Measure in kilometres and metres
Step 2	Equivalent lengths (kilometres and metres)
Step 3	Perimeter on a grid
Step 4	Perimeter of a rectangle
Step 5	Perimeter of rectilinear shapes
Step 6	Find missing lengths in rectilinear shapes
Step 7	Calculate perimeter of rectilinear shapes
Step 8	Perimeter of regular polygons
Step 9	Perimeter of polygons

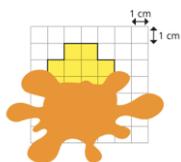
Key Questions
<ul style="list-style-type: none"> What unit of measurement would you use to measure the length of a ____? Why? Which is the greater length, 1 km or 1 m? How can you work out how many metres is equivalent to half a kilometre? What is the same and what is different about converting metres to centimetres and converting kilometres to metres? What does "perimeter" mean? Which shape has the greater/greatest perimeter? How do you know? How did you work out the perimeter of the rectangle? How could you have done it a different way? What is the total horizontal length of the shape? Which sides add together to give the same total? What is a polygon? How do you know if a polygon is regular? What is the difference between a regular and an irregular polygon?

Links to Prior Learning
<ul style="list-style-type: none"> In Year 3, measure and compare different lengths. In Year 3 find the perimeter of simple 2D shapes. In Year 2 use standard and appropriate measures for length In KS1 learn how to measure lengths effectively and accurately



Complete the bar models.

3 km		km	
m	1,800 m	2,870 m	4,130 m



Key Knowledge
<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Fractions - Number

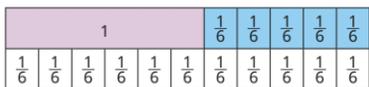
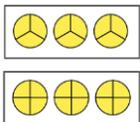


Essential Vocabulary	
Tenths	One out of ten equal parts of a whole
Hundredths	One out of one hundred equal parts of a whole
Equivalent	Equal in value, function or meaning
Simplify	Reducing to it's simplest form
Denominator	The number below the line in the fraction. The denominator shows how many parts the whole has been split in to.
Numerator	The number above the line in the fraction. The numerator shows how many parts of the whole we have.
Mixed number fraction	A combination of an integer (whole number) and fraction (part of a whole number).
Improper fraction	A fraction that has a numerator that is greater or equal to the denominator.

Our Small Steps of Learning	
Step 1	Understand the whole
Step 2	Count beyond 1
Step 3	Partition a mixed number
Step 4	Number lines with mixed numbers
Step 5	Compare and order mixed numbers
Step 6	Understand improper fractions
Step 7	Convert mixed numbers to improper fractions
Step 8	Convert improper fractions to mixed numbers
Step 9	Equivalent fractions on a number line
Step 10	Equivalent fraction families
Step 11	Add two or more fractions
Step 12	Add fractions and mixed numbers
Step 13	Subtract two fractions
Step 14	Subtract from whole amounts
Step 15	Subtract from mixed numbers

Key Questions
<ul style="list-style-type: none"> Has the whole been divided into equal parts? How do you know? What do you know about a fraction with the same numerator and denominator? What is a mixed number fraction? How can you partition the mixed number into wholes and a fraction? What is each interval worth on the number line? How is comparing mixed numbers similar to comparing proper fractions? How is it different? What do you think comes next in this count: 3 fifths, 4 fifths, 5 fifths? How do you know if a fraction is improper? What are equivalent fractions? Are the denominators the same? Why is this important? How can you partition the whole number to help with the subtraction?

Links to Prior Learning
<ul style="list-style-type: none"> In Year 3, recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators In Year 3 count up and down in tenths In Key Stage 1 recognise simple equivalent fractions



Dani uses bar models to show that $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$



Key Knowledge
<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator

Rounders



Essential Vocabulary	
striking	Hitting a ball with your bat.
bowling	A smooth underarm throw where the ball doesn't bounce.
fielder	There are at least 9 fielders - bowler, backstop, 4 base positions and at least 3 deep fielders.
no ball	A ball must be bowled so that it reaches the area between the batter's shoulders and knees as it crosses the batting line. A no-ball will be called outside these limits. A ball that bounces before reaching the batting line is a no-ball.
backpedal	To retreat or move backward to catch the ball.

Links to Prior Learning
<ul style="list-style-type: none"> How to position yourself to throw accurately. How to position yourself to catch accurately. How to communicate with the team.

Key Knowledge
<ul style="list-style-type: none"> Make decisions about when to run and when not to. To position myself sideways on when both striking and bowling. How to grip a ball so that it comes out of my fingers smoothly when bowling. What a no ball is. Why fielders might start off a base and then move to it after a strike. The rules of rounders How to back up other fielders

Key Skills
<ul style="list-style-type: none"> Send using good throwing technique Receive using good catching a technique Develop basic bowling and batting skills. Field the ball off the ground using a variety of techniques. Communicate with other players for the good of my team. Catch high balls comfortably. Backpedal to catch balls over me. Perform well in a range of positions in a competitive game

Key Questions
<ul style="list-style-type: none"> How can I apply the skills I learn to a game? Can I show leadership skills? Do I know the rules and can I understand and accept the decisions made? How do I decide whether to run or not? What is a good throwing technique? What is a good catching technique? How can I support my fielding team mates on the pitch?





How Can We manage our Feelings ?

Essential Vocabulary	
emotions	Emotions can be all kinds of feelings. and they help you understand how you're feeling inside.
grief	Grief is when you feel really, really sad because someone you love is not with you anymore
change	Change is when things become different. Change can sometimes be a bit surprising and sometimes hard, but it's a part of life
marriage	Marriage is like a special promise or agreement two grown-ups make to each other because they love each and want to be together

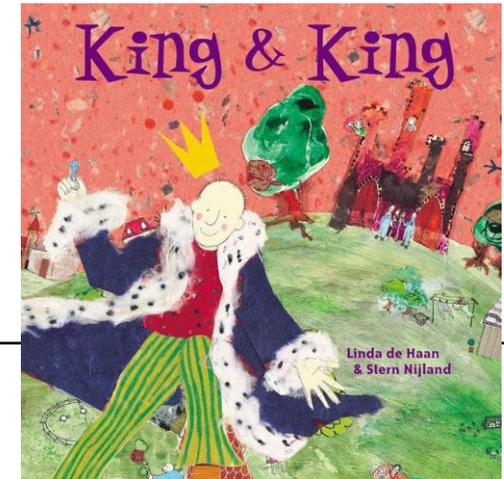
Key Questions
<ul style="list-style-type: none"> • what makes us feel? • what are feelings? • how can we recognize them and what do we call them? • what is a big feeling? • what is grief? • what can we do to help manage big feelings?

Key Knowledge
<ul style="list-style-type: none"> • understand how everyday things can affect our feelings • understand BIG feelings such as loss, grief or change • how to manage such BIG feelings • know how feelings can be expressed in different ways

Links to Prior Learning.
<ul style="list-style-type: none"> • How do we recognize our feelings? (Year 2) • Links to work in every year group on Zones of regulation.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad tired	 happy calm	 frustrated worried	 angry terrified
 sick bored	 feeling ok ready to learn	 silly excited	 yelling hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

RSE No Outsiders
<p>Children will discuss marriage, what it means and what it is for.</p>



What is it like being a Hindu in Britain today?



Essential Vocabulary	
Murtis	A murti is an embodiment of the divine, the ultimate reality or Brahman.
Bhagavad Gita	"Song of God" or "Song of the Lord"
OM symbol	The most sacred syllable symbol and mantra of Brahman, which is the ultimate reality, consciousness or Atman
Reincarnation	A person or animal in whom a particular soul is believed to have been reborn.
Liberation	The action of setting someone free from imprisonment, slavery, or oppression; release.

Links to Prior Learning
<ul style="list-style-type: none"> • What do we learn from sacred books? Year 2 • What does it mean to belong to a faith community? Year 1 • What makes some places sacred? Year 1

Key Knowledge
<ul style="list-style-type: none"> • 'Hinduism' is called 'Sanatana Dharma' within the tradition - i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. • Things you would find in a Hindu's home would be: murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. • The four aims of life (Purusārtha) are: dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation.

Key Skills
<ul style="list-style-type: none"> • Gather, select and organise ideas about religion and belief. • Comment on connections between questions, beliefs, values and practice. • Suggest meanings for a range of forms of religious expression, including symbols, using appropriate vocabulary.

Key Questions
<ul style="list-style-type: none"> • How do Hindus show their faith within their families? • What objects might you find in a Hindu's home and why? • What kinds of things would Hindu families do during the week? • What similarities and differences are there with the family values and home rituals of pupils in the class? • How do Hindus show their tradition within their faith communities? What do they do together and why? • How does a Hindu way of life guide them in how they live?

Living Things and Their Habitats

Essential Vocabulary

Classification	To arrange or group people or things in categories based on shared qualities or characteristics.
Climate change	The long term changes in temperatures in the atmosphere.
Deforestation	The clearing or cutting down of forests, done by humans.
Habitat	The place where an animal lives. Their habitat provides them with food, water and shelter.

Links to Prior Learning

Explore and compare the differences between things that are living, dead, and things that have never been alive (Year 2).
Identify that most living things live in habitats to which they are suited (Year 2).
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) (Year 3).

Key Knowledge

- 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.



Key Questions

What do living things do?
How can we group/classify different animals?
Do habitats ever change?
How do humans affect habitats/the environment?

Enquiry Skills - Science Disciplines

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.

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.

Using straightforward scientific evidence to answer questions to support their findings.

Numbers, calendars and birthdays - Year 4 Spring 1



Essential Vocabulary

1 un one	2 deux two	3 trois three	4 quatre four	5 cinq five	6 six six
7 sept seven	8 huit eight	9 neuf nine	10 dix ten	11 onze eleven	12 douze twelve
13 treize thirteen	14 quatorze fourteen	15 quinze fifteen	16 seize sixteen	17 dix-sept seventeen	18 dix-huit eighteen
19 dix-neuf nineteen	20 vingt twenty	21 vingt-et-un twenty-one	22 vingt-deux twenty-two	30 trente thirty	31 trente-et-un thirty-one

lundi Monday	mardi Tuesday	mercredi Wednesday	jeudi Thursday	vendredi Friday	samedi Saturday	dimanche Sunday
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Jan janvier	Feb février	Mar mars	Apr avril
May mai	Jun juin	Jul juillet	Aug août
Sep septembre	Oct octobre	Nov novembre	Dec décembre

Days of the week and months of the year do not start with a capital letter

Other phrases	
C'est quand, ton anniversaire ?	When is your birthday?
Mon anniversaire	My birthday is ...
Pour mon anniversaire ...	For my birthday ...
Je voudrais ...	I would like ...

C'est quand, ton anniversaire ?
Mon anniversaire, c'est le 15 mars.
Pour mon anniversaire je voudrais un gâteau d'anniversaire.

When is your birthday?
My birthday is on 15th March.
For my birthday I would like a birthday cake.

Key Questions

- What are the numbers 1 to 31 in French?
- Can you name the days of the week?
- Can you name the months of the year?
- Can you name the seasons in French?
- Can you compare similarities and differences between traditional birthdays in France and England?

Key Skills

- Notice common spellings.
- Recognise familiar French words.
- Use contextual clues to make predictions about meanings.
- Recognising and answering simple questions.
- Using a variety of conversational phrases.
- Recognising sounds and spelling sounds can be different.
- Recognise intonation and gesture to differentiate between statements and questions.
- Repeating short phrases to build confidence.
- Rehearsing and performing a short song/role play.
- French festivals and traditions.

Key Knowledge

To identify sounds created by linking some of the key phonemes.

To know that 'h' is silent.

To know that months, seasons and days aren't capitalised.

To know the equivalents for the word 'the' in French.