Year 6- Painting - Lowry and Nomad Clan

Essential Vocabulary	
Palette	The range of colours used by an artist in a particular work or the surface on which these colours are mixed and blended.
Composition	The arrangement of visual elements such as line, shape, colour, and form to create a harmonious balanced overall structure in a work of art.
Hue	Shade
Manipulate	Using skills and tools to control something
Form	The three-dimensional shape of an object or artwork that has height, width, and depth, like a sculpture or a building.
Shape	A flat, two-dimensional area that has boundaries, like the outline of a drawing or a silhouette.

Key Knowledge

- Nomad Clan is a street art duo with bases in Manchester and Los Angeles.
- Nomad Clan focus on celebrating local history.
- Nomad Clan inject vibrant colours to brighten and enhance residential areas.
- Lowry is best known for his popular mill scenes and industrial landscapes.
- Lowry's palette was very restricted and he used only five colours - flake white, ivory black, vermilion (red), Prussian blue and yellow ochre.

Key Questions

- Who are Nomad Clan?
- Who is L.S Lowry?
- How do they differ in style?
- What colour palette does L.S Lowry adopt?
- How does tone and texture effect their work?
- How do both artists focus on form within their work?

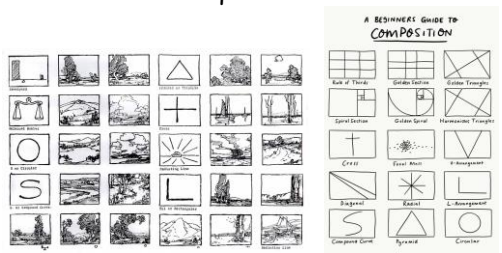
Links to Prior Learning

- Year 5 - Impressionism (Dry Media)
- Year 4 - Jessi Raulet (Painting)
- Year 3 - Steve Mbatia (Painting)
- Year 2 - Elisabeth Vigee Le Brun and Van Gogh (Painting)
- Year 1 - Cubism (Painting)

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Key skills

- **Composition:** develop an understanding of how to arrange elements within a painting to create a visually appealing and balanced composition.



- **Figurative Drawing:** Develop the ability to draw simplified and stylized figures, particularly the distinctive "matchstick men" that are characteristic of Lowry's work.

- **Brush Control:** Learn how to handle different brushes, control strokes, and vary pressure to create different textures and effects.

Year 6 - Spring 1- Art

Year 6 - Spring 1 - Computing
Programming - Variables in Games (Scratch)

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Variable:	A placeholder for different values.
Value:	The specific data assigned to a variable.
Set:	Assigning a value to a variable.
Design:	Planning and creating a structure.
Event:	An action triggering responses in a program.
Algorithm:	Step-by-step instructions to solve a problem.
Code:	Instructions in a programming language.
Artwork:	Visual creations made using digital tools.
Program:	Set of instructions for a computer.
Project:	A larger task involving planning and creating.
Test:	Checking if a program works as intended.
Debug:	Finding and fixing errors in a program.
Improve:	Making something better.
Evaluate:	Assessing the effectiveness or quality.
Variable:	A placeholder for different values.
Value:	The specific data assigned to a variable.
Set:	Assigning a value to a variable.
Design:	Planning and creating a structure.

Key Knowledge

- Identify examples of information that is variable
- Explain that the way a variable changes can be defined
- Identify that variables can hold numbers or letters
- Identify a program variable as a placeholder in memory for a single value
- Explain that a variable has a name and a value
- Recognise that the value of a variable can be changed
- Decide where in a program to change a variable
- Make use of an event in a program to set a variable
- Recognise that the value of a variable can be used by a program
- Choose the artwork for my project
- Create algorithms for my project
- Explain my design choices
- Create the artwork for my project
- Choose a name that identifies the role of a variable
- Test the code that I have written
- Identify ways that my game could be improved
- Use variables to extend my game
- Share my game with others

Key Skills (NC Skills)

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

Links to Prior Learning

Earlier in KS2, the children have explored using repetition in the application Scratch

Online Safety

Online Bullying

Identify routes for reporting bullying and harmful behaviours they witness or experience online.
Make decisions about the suitability of different reporting routes based on context.
Consider strategies for safely and positively intervening.

Fiction- Fairytale

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

expanded noun phrase	Adds more detail to the noun by adding one or more adjectives that are separated by a comma. e.g. deep, dark forest.
dialogue	A conversation between two or more people as a feature of a book, play or film.
clause	A group of words that include a subject and a verb, and forms a sentence.
proper noun	A noun that serves as the name for a specific place, person or thing. e.g. London, Max.
compound sentence	A sentence that has two independent clauses, usually separated by a comma and/or a conjunction.
semi-colon	; A symbol used to link two independent clauses that are closely related in thought.

Key Knowledge

This half term we will be exploring the story of 'The Selfish Giant' by Oscar Wilde.'. It tells a story of a young boy who was a messenger of God and a selfish Giant who would not allow the children to play in his garden, and therefore the garden remains under the spell of winter.

The book will allow us to delve into the deeper meanings and symbols that Oscar Wilde attempts to portray through this wonderful fairy tale.

Throughout this story, we will explore letter writing, poetry and role play from the contrasting characters' perspectives that are introduced throughout the book. Finally, we will write a version of the Selfish Giant's narrative choosing to either retell the story in 1st or 3rd person, or from another character's point of view.

Links to Prior Learning

- English – Fiction- Fairytales- throughout KS1 and KS2
- Geography- Seasonal Changes (Year 1 and Year 2)
- R.E- Christianity- throughout KS1 and KS2

Key Skills

- Use expanded noun phrases to convey complicated information.
- Integrate dialogue to convey character and advance the action.
- Select appropriate grammar and vocabulary
- Use brackets, dashes or commas to indicate parenthesis (Y5).
- Extend the range of sentences with more than one clause.
- Distinguish between the language of speech and writing.
- Recognise vocabulary and structures for formal speech and writing.
- Use passive verbs.
- Use semi-colons to mark
- boundaries between independent clauses.

Key Questions

What is so special about the Giant's garden?
What hidden message is running throughout the retelling of this story?
- How is the Giant portrayed in the story?
- How do the range of sentence types within the story create atmosphere?
- How does the author use 'winter' to portray emotion?

Year 6 – Spring 1 – English

Year 6 - Spring - Geography

South America and Central America – WHAT CAN WE LEARN FROM THE WAYS IN WHICH SOUTH AND CENTRAL AMERICA ARE TACKLING CLIMATE CHANGE IN THEIR PART OF THE WORLD?

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Physical geography	climate zones, biomes, acid rain, atmosphere, carbon dioxide, climate change, contaminate, deforestation, ecosystem, emission, renewable and non-renewable energy sources, greenhouse effect, ozone layer, reusable
Human geography	types of settlement and land use, economic activity (more economically developed countries), trade links, the distribution of natural resources, energy, food, minerals and water, population density, disperse, immigrant, migration, gentrification, community, diversity, Globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods, industry, world commerce, global supply chain
Locational	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones

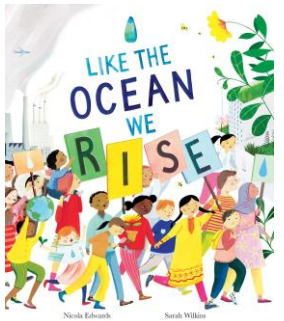
Spring 1 - Key Knowledge

- **Knowledge of** processes that give rise to key physical and human geographical features of the world.
- **Knowledge of** places in South and Central America as well as their climate zones, biomes and vegetation belts.
- **Knowledge of** settlement, land use, economic activity (including trade links) of the U.K and South America.
- **Knowledge of** the natural resource distribution of the U.K and South America (energy, minerals, food and water).
- **Knowledge of** the human and physical features of regions such as The North West of England and South East Brazil (The Mosquito Coast).

Spring 2 - Key Knowledge and Fieldwork Skills

- **Knowledge of** how human activity is impacting South and Central America and predict future changes.
- Observe, measure and record the local geography using sketch maps, graphs and digital technologies.
- Conduct surveys and simple questionaries
- Conduct focussed, in depth studies of issues/changes in areas studied.

Story Stimulus



Like the Ocean we rise by Sarah Wilkins

Fieldwork Visit

- Fieldwork case study - Manchester City Centre - Manchester and San Jose climate change measures comparison.

Key Skills

- Name and locate counties and cities in the U.K and recognise the human and physical features of geographical regions in the U.K.
- Name some of the world's countries, in particular within South/Central America and the key physical and human characteristics of major cities within this continent - identify how aspects within them have changed over time.
- Use of a precise geographical vocabulary, and cross-curricular vocabulary to describe places, geographical features or processes and how they might have changed.
- Use of 1:10.000 and 1:25.000 Ordnance Survey maps as well as globes, maps, Geographical Information Systems, computer mapping, and recognising OS symbols, to name and locate U.K counties and cities.
- Use of the 8 points of a compass, and 6 figure grid references, to show knowledge of the U.K and the wider world.
- Identify the position of latitude, longitude, equator, North and South Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

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 e.g. fortissimo (very loud), pianissimo (very quiet), mezzo-forte (quite loud), mezzo-piano (quite quiet).

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?
- How will you work effectively to improvise a successful performance?

Wider Opportunities

Listening suggestions for this term

	Boy George Karma Chameleon
	Joy Division Love will tear us apart
	Conchita Rise Like A Phoenix

Music groups in our local area

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

Links to Prior Learning

In Autumn Year 6, children have recapped their knowledge of the difference between semibreves, minims, crotchets and crotchet rests. The children have applied this knowledge to read and play confidently from rhythm notation cards/scores.

Key Knowledge

- Knowledge of a broad range of songs that can be song with accurate rhythm and syncopation, and in three-four part rounds.
- Knowledge of a song and instrumental piece of music within a Year 6-7 Trafford Schools Transition project.

Ratio - Number

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Ratio	Quantitative relation between two amounts showing the number of times one value contains or is contained within the other
Proportion	A part, share, or number considered in comparative relation to a whole
Scale	A ratio that represents the relationship between the dimensions of a model and the corresponding dimensions on the actual figure or object
Scale factor	the ratio between corresponding measurements of an object and a representation of that object. If the scale factor is a whole number, the copy will be larger. If the scale factor is a fraction, the copy will be smaller

Links to Prior Learning

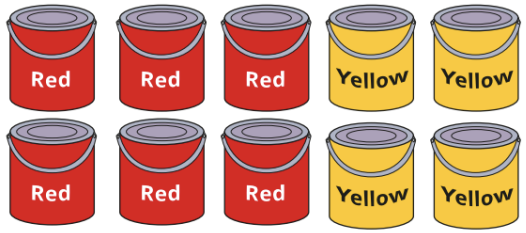
- Multiplication strategies learnt throughout Key Stage 2

Our Small Steps of Learning

- Step 1: Add or multiply?
- Step 2: Use ratio language
- Step 3: Introduction to the ratio symbol
- Step 4: Ratio and fractions
- Step 5: Scale drawing
- Step 6: Use scale factors
- Step 7: Similar shapes
- Step 8: Ratio problems
- Step 9: Proportion problems
- Step 10: Recipes

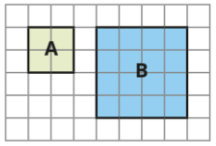
Key Questions

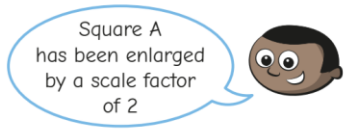
- How can you describe the relationship between these two numbers using addition/multiplication?
- What is the inverse of addition/multiplication?
- How can you rearrange the counters to make the ratio simpler?
- If there are 3 blue counters and 5 red counters, how can you describe the relationship between these numbers?
- What does the : symbol mean in the context of ratio?
- What does 2 : 3 mean?
- What is the ratio of one part to another?
- How do you know if a diagram is drawn to scale?
- Why might you need to draw a scale diagram?
- How can a double number line help you decide how much of each ingredient you need?



Key Knowledge

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Solve problems involving similar shapes where the scale factor is known or can be found





The bar model shows the ratio 2 : 3 : 4

8 is 6 more than 2
2 is 6 less than 8

Year 6 - Spring 1 - Maths

Algebra - Number

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Sequence	An enumerated collection of objects in which repetitions are allowed and order matters
Rule	A set way to solve or calculate a problem
Term	In algebra, a term is a single number or variable or a number and variable multiplied together
Algebra	A way of representing problems or situations in mathematical expressions
Expression	A statement having minimum of two numbers, or variables, or both and an operator connecting them
Formula	A mathematical rule or relationship that uses letters to represent amounts which can be changed
Solution	A value or values which, when substituted for a variable in an equation, make the equation true.

Our Small Steps of Learning

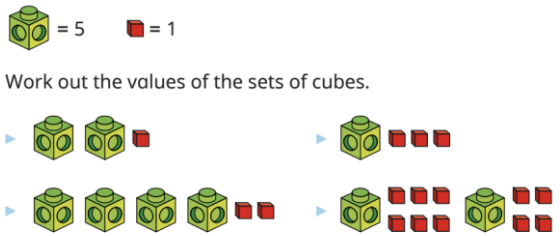
- Step 1: 1-step function machines
- Step 2: 2-step function machines
- Step 3: Form expressions
- Step 4: Substitution
- Step 5: Formulae
- Step 6: Form equations
- Step 7: Solve 1-step equations
- Step 8: Solve 2-step equations
- Step 9: Find pairs of values
- Step 10: Solve problems with two unknowns

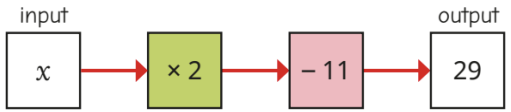
Key Questions

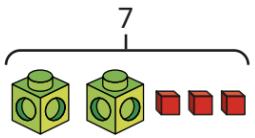
- How does the function machine work?
- What is the difference between an input and an output?
- If you know the input and function, how can you work out the output?
- If you know the output and function, how can you work out the input?
- Which function should you apply first?
- What could x represent?
- How can you represent the expression as a bar model? Which parts of the bar model can you replace with a number? What is the total value of the bar model?
- How is a formula similar to/different from an expression?
- What does the expression 3x mean?

Links to Prior Learning

- Addition, subtraction, multiplication strategies learnt throughout Key Stage 2
- Solve missing number problems throughout Key Stage 2
- Calculate missing lengths in Year 5







$2y + 3 = 7$

Key Knowledge

- Use simple formulae
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

Decimals - Number

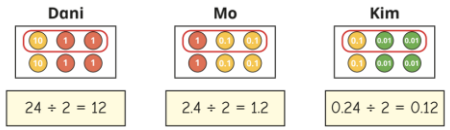
Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

Decimal	A system of numbers and arithmetic based on the number ten, ten parts, and powers of ten.
Decimal place	The position of a digit to the right of the decimal point
Tenth	One out of ten equal parts of a whole
Hundreth	One out of one hundred equal parts of a whole
Thousandth	One out of one thousand equal parts of a whole
Decimal point	A point or dot placed after a integer
Percentage	A rate, number or amount in each hundred

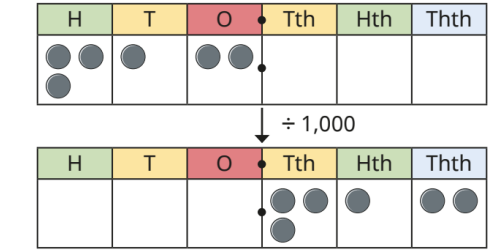
Links to Prior Learning

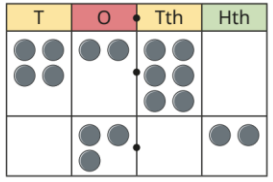
- Counting in tenths and hundredths in Year 3 and 4.
- In Year 4 solve simple problems relating to fractions
- In Year 4 write and recognise decimal equivalents of any fractions with tenths or hundreths
- Order decimals in Year 5 and convert fractions to decimals.
- Rounding decimals in Year 5

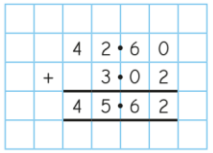


Our Small Steps of Learning

- Step 1: Place value within 1
- Step 2: Place value – integers and decimals
- Step 3: Round decimals
- Step 4: Add and subtract decimals
- Step 5: Multiply by 10, 100 and 1,000
- Step 6: Divide by 10, 100 and 1,000
- Step 7: Multiply decimals by integers
- Step 8: Divide decimals by integers
- Step 9: Multiply and divide decimals in context







Key Questions

- What does each digit in a decimal number represent? How do you know?
- How many tenths/hundredths/thousandths are there in 1 whole?
- Which is greater, 1.897 or 3.1? How do you know?
- What is the next/previous integer/tenth/hundredth?
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- If there are not enough tenths/hundredths/thousandths for the subtraction, what do you need to do?
- What is an integer?
- If you know 3 × 2 = 6, what else do you know?

Key Knowledge

- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Solve problems involving addition, subtraction, multiplication and division

Volleyball

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

dig	A defensive bump that keeps the ball from hitting the floor when it's sent to your side of the court with an offensive attack, usually a spike
bump	The basic pass in volleyball. It is used when receiving a serve or reacting to an opponent's attack. The player should be holding his arms away from the body at a 90-degree angle with his hands together. Knees should be bent. The ball comes in contact with the lower forearms just above the wrist.
spike	Offensive play where a player swings the ball with their palm sharply downwards over the net.
rotation	If you are the receiving team, and you win the point, the players are required to rotate and the serve is switched
serve	A player must hit the ball with his or her hand over the net to land inside the lines of the court.

Links to Prior Learning

- Work alongside and against others when attacking and defending
- Communicate effectively and listen to others
- How to back up teammates when throws are wild and misplaced.

Key Knowledge

- How to perform a dig and a bump
- To call my name if I am going for the ball
- What the role of the setter is
- That the higher I jump the more successful my spike is likely to be How to score
- The rotation around the court
- When to rotate
- That the formation needs to be fluid once we have dug the ball from the serve

Key Skills

- Receive a volleyball using the bump and dig technique.
- Send a ball over a net
- Set a ball
- Spike a ball
- Serve over distance
- Defend well and then launch an attack
- Run from the back of the court to spike a ball that has been set high
- Angle my blocks near the net so that the ball goes down
- Play a tip shot
- Apply all of the skills of volleyball in a full sided game

Key Questions

- What are the rules of volleyball?
- How do you perform a dig?
- How do you perform a bump?
- Why should I jump high when I spike?
- How do you rotate around the court?
- What can you do to make the formation fluid?

PSHE/RSE Knowledge Organiser Year 6 Spring Term

How can the Media Infuence People?

Essential Vocabulary	
suspicious	Suspicious means having a feeling that something isn't quite normal or might be wrong. It's like when things seem a bit off, and you start to question what's happening. It could be someone acting strangely or something not fitting in with what you expect. It's a bit like a signal that tells you to pay attention and maybe be cautious or curious about what's going on.
media	the media refers to all the different ways information is shared with a lot of people. It includes things like newspapers, TV, websites, and social media. The media helps us know what's happening around the world, learn new things, and sometimes it can also share opinions. It's like a big messenger that tells us about important stuff, and we need to think carefully about what we see and hear to understand it better."
advertising	advertising as a way companies try to get our attention and persuade us to buy their products or believe in their ideas
manipulate	manipulate means to try and control or influence something or someone in a clever or sometimes tricky way

Key Knowledge

- Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- Understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- Understand how text and images can be manipulated or invented; Learn strategies to recognise this and how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts and to recognise unsafe or suspicious content online and what to do about it

Links to Prior Learning.

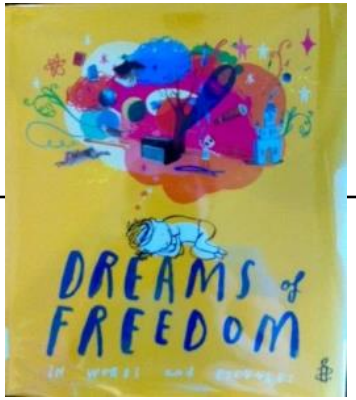
- how can friends communicate safely? (Year 5)
- how do we treat each other with respect? (Year 4)
- what keeps us safe? (Year 3)

Key Questions

- how does the media affect our thoughts, feelings and actions?
- what are the rules for sharing online?
- what is a mixed message and how do I know what to believe?
- What is fake news and how do we spot it?
- What is suspicious content and how do we report it?

RSE No Outsiders

Dreams of Freedom by Amnesty International. Children will discuss freedom the rights we have to be the person we want to be.



Is it better to express your religion in arts and architecture or in charity and generosity?

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary	
Cathedral	The principal church of a diocese, with which the bishop is officially associated.
Justice	Giving each person what he or she deserves.
Contrasting	Strikingly different
Architecture	The art and technique of designing and building.

Links to Prior Learning

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

Key Knowledge

- There are similarities and differences between Christian and Muslim sacred buildings.
- Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.
- Art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice).
- Christian and Muslim have contrasting views on presenting or not presenting God or people in art.

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.

Key Questions

- How is religion represented in art and architecture?
- What do different religions say about generosity and charity?
- Why is this important to people of faith?
- Is it the same across different religions? e.g do all religions expect the same offer of charity?
- Is money the best way to help those in need?
- Is building large pieces of art and architecture a good use of time and resources?

Science Knowledge Organiser Year 6 Spring 1

Animals Including Humans

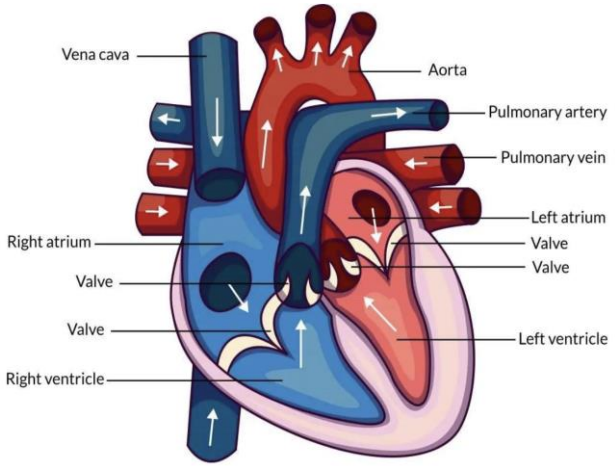
Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Links to Prior Learning

Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year 3).

Describe the simple functions of the basic parts of the digestive system in humans (Year 4).

Describe the changes as humans develop to old age (Year 5).

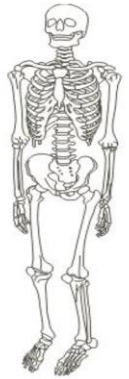


Enquiry Skills – Science Disciplines

- 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.
- Using test results to make predictions to set up further comparative and fair tests.

Key Questions

What happens when humans smoke cigarettes or drink alcohol?
How does exercise affect humans?
What is the Circulatory system?
How does the heart change our blood?



Key Knowledge

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

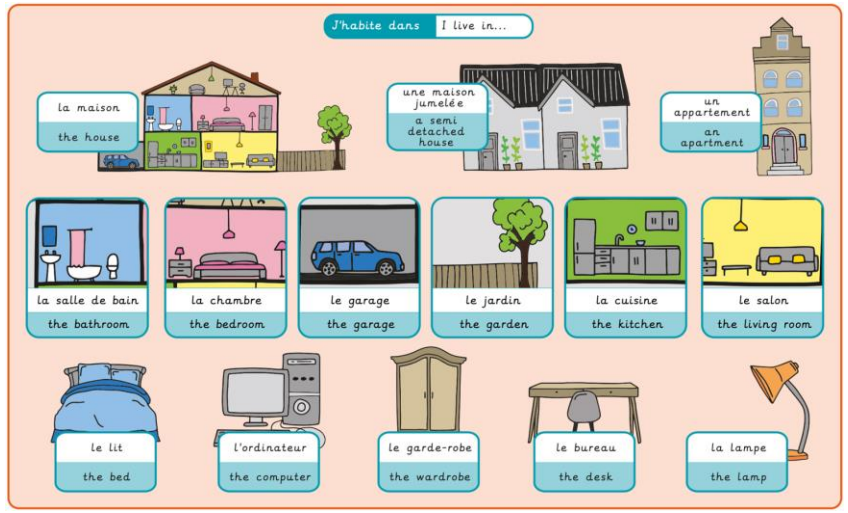
Essential Vocabulary

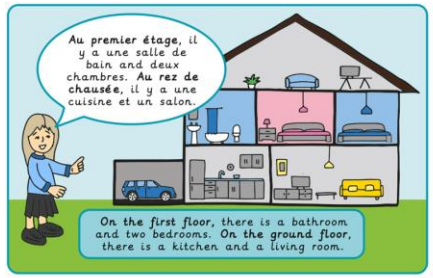
Circulatory system	This is made of the heart, lungs and the blood vessels.
Arteries	They carry oxygen-rich blood from the heart to organs in our bodies.
Skeletal system	This is your body's central framework made up of bones and cartilage.
Veins	Types of blood vessels that have the job of carrying deoxygenated blood away from the body's tissues and back to the heart.

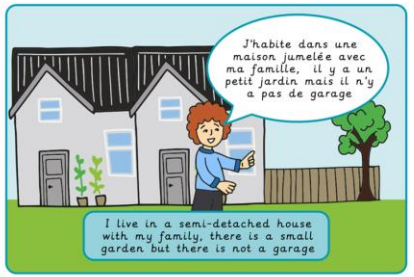
In My French House - Year 6 Spring 1

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary

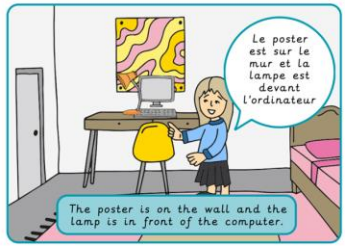






Prepositions	
sur	on
sous	under
devant	in front
derrière	behind
à côté de	next to
dans	in
entre	between

Use et (and) or mais (but) to extend your sentence!



Key Questions

- How do you describe houses in French?
- Can you write a description of a house in French?
- Can you use prepositions to describe the position of something in the house?
- Can you write a letter to describe your house?

Key Skills

Predict spelling patterns.
Reading short authentic texts for enjoyment or information.
Identifying and extracting key information in a range of authentic texts.
Using further contextual clues and cues
Planning, asking and answering extended questions.
Engaging in conversation and transactional language.
Planning and giving a short oral presentation.
Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
Speaking and reading aloud with increasing confidence and fluency.
Constructing a short text on a familiar topic.
Using a wide range of descriptive phrases.

Key Knowledge

To know a range of ways to ask questions in French using statements and voice inflexion
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
To know that partitive articles describe where something is placed.
To know a range of prepositions to describe the position of objects.